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ABSTRACT

This collection was prepared with the purpose of making National Education Association members more aware of the current issues and efforts in bilingual/ multicultural education. It consists of an introduction by Carmel E. Sandoval and the following chapters: (1) "Bilingual Education in Public Law 93-380," by the U.S. Office of Education, Region VI; (2) "State Bilingual Education Programs: A New Front," by the National Conference of State Legislators; (3) "Outline for a Comprehensive Education Plan," by the Cultural Awareness Center and Trilingual Institute (CACTI) of the University of New Mexico; (4) "Background Leading to "Lau vs. Nichols," by CACTI; (5) "CACTI Advisory/Evaluative Committee Directory and Activities"; (6) "ESAA Funding of Bilingual Programming," by the National Association of Educational Broadcasters; (7) "Bilingual Programs and Grants in Institutions of Higher Education," by the Dissemination and Assessment Center for Bilingual Education (DACBE); (8) "General Assistance Centers, Type A and Type B (Lau)"; (9) "A Selective Educational Bibliography of Information and Resources Useful in Bilingual/Multicultural Education," by the Southwest Bilingual Education Resource Center; (10) "Guide to Teacher Education Programs for Bilingual/Bicultural Education in U.S. Colleges and Universities," by DACBE. (CFM)

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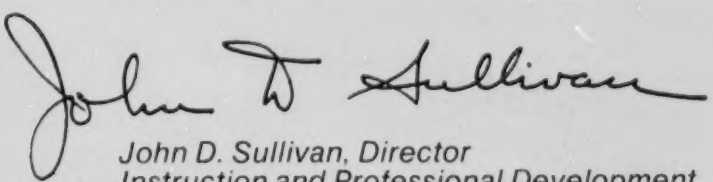

John D. Sullivan, Director
Instruction and Professional Development
National Education Association

Bilingual Multicultural Education

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October 1976

NATIONAL EDUCATION ASSOCIATION
1201 16th Street, N. W., Washington, D. C. 20036

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INTRODUCTION

In 1965 the National Education Association sponsored "The Tucson Survey on the Teaching of Spanish to the Spanish-Speaking." The survey was conducted by leading educators from the Tucson area and resulted in the following recommendations:

> There is a need for a well-articulated program of instruction from the preschool level to the high school level in the student's native language.
>
> The preparation of teachers for bilingual programs must be based on: (a) the personal qualities of the teacher, (b) their knowledge of children and appreciation of the cultural environment of the community from which these students derive, (c) skill in the teaching process, and (d) bilingual fluency.
>
> Teachers must be recruited from the Spanish-speaking population and young Mexican Americans must be encouraged to pursue teaching as a career.
>
> Curriculum models must be characterized by their diversity so that the needs of students will be met rather than continue to fit the children to the curriculum.
>
> English must be taught as a second language, using appropriate techniques and materials.
>
> Laws which directly or indirectly impede the use of the children's native language in the classroom must be repealed.

In 1966, as a result of the survey, a symposium on "The Spanish-Speaking Child in the Schools of the Southwest" was convened at the University of Arizona in Tucson. That symposium dealt with bilingual education in six main areas:

> Innovative classroom practices
> Community participation in the schools
> Preschool education
> University involvement
> State legislation for bilingual education
> Federal support for bilingual education.

The symposium made the following recommendations which have served to form NEA's position on bilingual education:

Spanish-speaking teachers must be trained in accordance with specific criteria.

The school is an extension of the community and mutual support is imperative.

Universities and colleges must intensify their mobilization of talent.

A concerted effort ranging from the local to the national level of government must be put into motion toward the accomplishment of the complex goals set for the education of the Mexican American child.

A variety of state and federal funding resources must be vigorously pursued.

It was in 1969 that the NEA Representative Assembly adopted a resolution supporting bilingual/multicultural education as an effective means of meeting the educational needs of non-English-speaking children. Similar resolutions were passed in 1972 and each year since. The current position (Resolution B-2) reads as follows:

The National Education Association believes that the bilingual education process uses a student's primary language as the principal medium of instruction, while teaching the language of the predominant culture in an organized program, encompassing a multicultural curriculum.

The Association supports appropriate federal legislation and it urges its affiliates to seek state legislation that requires bilingual/multicultural education according to educational need.

The Association also believes that legislation must provide funds to expand current multicultural and language programs, including those for teacher preparation, necessary to provide equal opportunity to all students in the public schools.

The Association urges that bilingual/multicultural programs include as a goal functional proficiency in English, with emphasis on the development of those basic reading skills essential to the successful pursuit of all other disciplines.

The 1973 Representative Assembly also adopted the following new business item:

Inasmuch as the NEA endorses schools as a concept, not as a place, and continues to support the commitment to provide maximum educational

> opportunities for all children in their development to their fullest potential regardless of race, creed, color, sex, or national origin, and realizing the need to provide educational services to all students and teachers to meet special needs, NEA shall establish and fully fund a professional Multi-Cultural, Multi-Racial Task Force on Bilingual/ Bicultural Education within the structure of NEA.

A Task Force was appointed to provide specific policy and program recommendations to enable the Association to take leadership in influencing the establishment of bilingual/multicultural education programs. Its first action was to define bilingual/multicultural education:

> Bilingual education is a process which uses a pupil's primary language as the principal medium of instruction while teaching the language of the predominant culture in a well-organized program, encompassing a multicultural curriculum.

This definition has served as a guide for all NEA programs in bilingual education.

In its first report -- to the 1974 Representative Assembly -- the Task Force made 23 specific recommendations for NEA involvement and commitment to the concept of bilingual education. In addition to recommending more federal funding and support, it urged NEA state and local affiliates to seek commitments at those levels. It pointed to the lack of awareness of the need for bilingual programs and asked that the NEA provide more information to Association members and leaders.

In its second year the Task Force developed two sets of criteria: one for establishing and maintaining effective bilingual/multicultural education programs, the other for state legislation in bilingual/multicultural education. The criteria were addressed specifically to students, staff, teacher training, curriculum development, the community, and research. The Task Force also spoke of the "gain factor" in bilingual/multicultural education, concluding that all who are concerned about quality education gain from an effective program.

The NEA continues its commitment to quality equal education for all. This information packet on bilingual/multicultural education is a small effort to maintain that commitment. We hope the materials will serve to make NEA members more aware of the current issues and efforts in bilingual/multicultural education and that they in turn will seek to develop high quality programs.

Carmel E. Sandoval
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NEA Instruction and Professional Development

BILINGUAL EDUCATION IN PUBLIC LAW 93-380

A paper prepared by the Office of Education, Region VI, U.S. Department of Health, Education, and Welfare, 1200 Main Tower, Dallas, Texas 75202. Reproduced by permission.

Foreword

Bilingual Education in Public Law 93-380 was prepared by our office on March 13, 1975 as an analytical document challenging the Department which ultimately has the responsibility for implementing the law.

Since, the Office of Education has responded favorably by accepting that challenge. The U.S. Commissioner of Education has implemented the recommendations that appear on page /19/ of the document, and thus a National Coordinating Council on bilingual education is now an official body with a specific and difficult task. In our office in Region VI, I have appointed a full-time Bilingual Coordinator to complement the national efforts but designed specifically to serve the clients in Region VI.

This document, although prepared over a year ago, is by no means outdated. It has ceased to be purely analytical -- it is practical reality.

Educators who have the responsibility to teach students and adults of limited English-speaking ability should acquaint themselves well with the programs identified herein and seek to coordinate and link with programmatic efforts underway in their own institutions and communities.

Eligible institutions are encouraged to conduct comprehensive needs assessments with a broader perspective in mind, and accordingly attempt to fulfill those needs by seeking the numerous resources that Congress has made available.

Edward J. Baca
Regional Commissioner

BILINGUAL EDUCATION IN P.L. 93-380

Introduction

This paper is based upon an analysis of the Education Amendments of 1974. It proposes to show that there is legislative authority for more than twenty different types of bilingual educational activity to be found in the law. It will provide an overview of these divergent activities; raise some of the issues of management, policy, and coordination; and pose some unresolved problems confronting management.

While the paper is intended to be national in scope, it reflects the experiences and concerns of one Regional Office of Education.* Yet it makes no covert case in support of any existing organizational unit or pattern. It attempts merely to be factual, logical, and analytical. The paper will achieve its purposes if it is judged provocative and leaves solution to top management.

The law presumes that management at all levels will undertake constructive planning and provide effective coordination of admittedly diverse activity. The basic problem in implementing the bilingual components of the law is one of management. Even without the law the need for coordination is obvious. P.L. 93-380 only multiplies, magnifies, and compounds the problem. Without coordination the nation faces proliferation of programs, duplication of effort, and unproductive competition among service agencies and institutions. The paper, therefore, focuses on the need for a nationally coordinated program of bilingual education.

Issues tend to cluster around interface areas in which there is inherent institutional, programmatic, or organizational stress. An analysis of the problem of developing a nationally coordinated bilingual education program suggests five potential areas of major stress: (1) The "continuity" issue characterized by stress between new and existing programs and products. (2) The "communication" issue resulting from expanded internal as well as external linkages. (3) The "cooperation" issue arising from new interface areas at the local, state, and national levels. (4) The "coordination" issue involving interaction between Federal and non-Federal activity, among funded Bilingual Centers and Clearinghouses, and with related State and local efforts. (5) The "compliance" issue involving adherence to laws, rules, and regulations.

The Congressional intent is clear. Bilingual education is the central theme of the Education Amendments of 1974. Seven of the eight titles of the law make special provision for persons with limited English-speaking ability. The theme permeates amendments to more than twenty pieces of related educational legislation enacted by Congress over the past quarter century (see Attachment A). The result is a highly complex law that will challenge the ingenuity of management at all levels -- Federal, State, and local.

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The body of the paper examines three aspects of such a program. First, it will review the various bilingual components set forth in P.L. 93-380. Secondly, it identifies some of the key issues involved. Finally, it will attempt to leave the reader with some unresolved questions regarding further implementation of the law.

I. Bilingual Educational Components of P.L. 93-380

It is obvious that the authors of P.L. 93-380 clearly intended to make special provisions for persons of limited English-speaking ability at all levels of education.

As noted above there are more than twenty different programmatic references to bilingual education in P.L. 93-380. In most of these instances the law merely states that provision must be made for equal educational opportunities for persons of limited English-speaking ability. In some cases specific dollar amounts are authorized or percentage set-asides are indicated. There are at least four programmatic areas where Congress intends that 100% of the appropriated funds support bilingual activities.

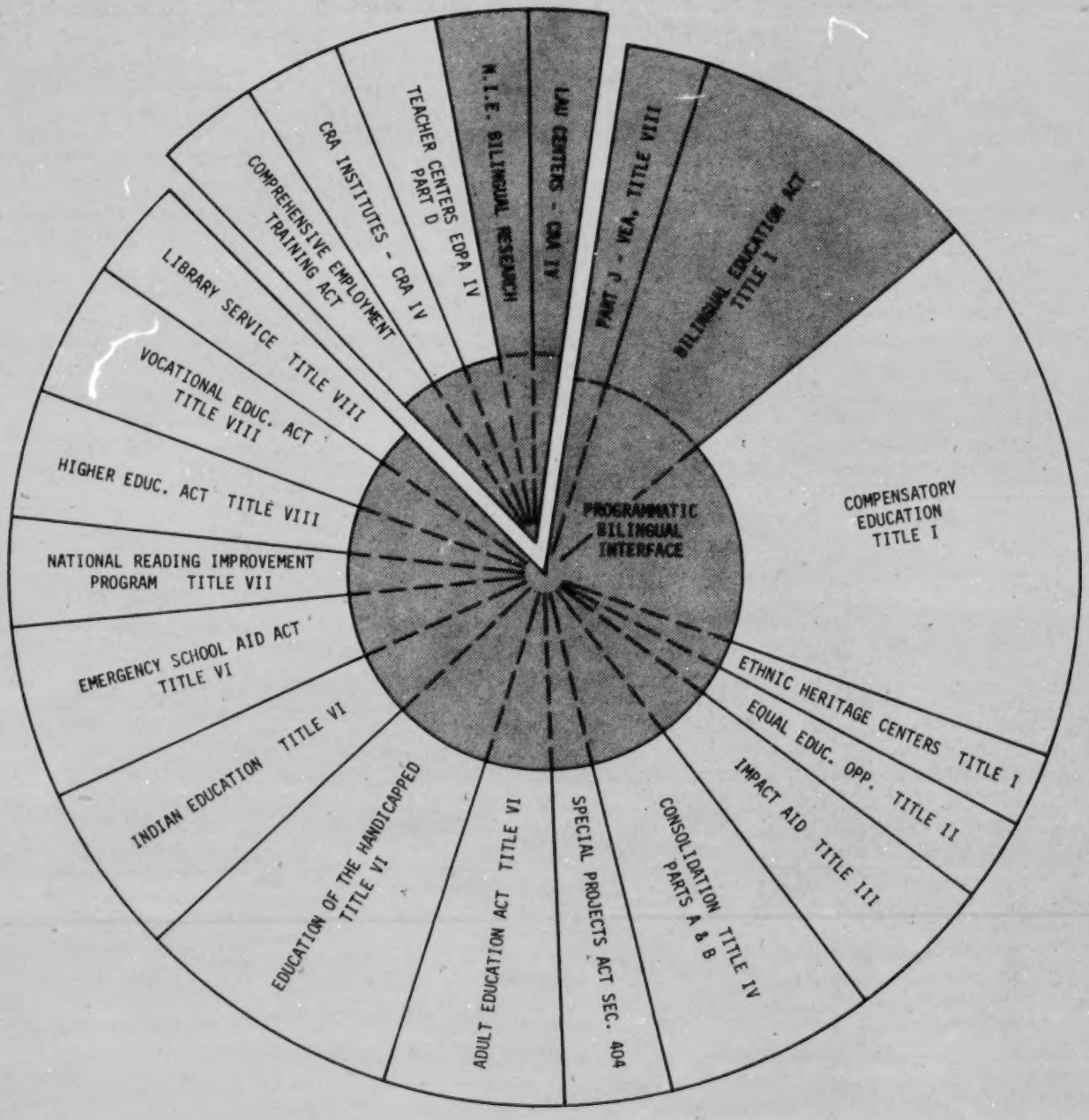
The complexity and magnitude of the coordination problem comes into clearer focus if the programmatic bilingual components are depicted on a circle diagram. (See Figure 1.) While most of the program support falls outside of the bilingual impact area, it is apparent that personnel in numerous programmatic areas, both inside and outside the Office of Education, will influence and contribute to the "Programmatic Bilingual Interface." The shaded area of the diagram is where the stress is and where the action will take place. (Also see Attachment B.)

A. Compensatory Education. Title I not only continues the special programs for educationally deprived children but extends compensatory education to children of migrant agricultural workers and fishermen, to the handicapped, to kindergarten children and adults, and to deprived children in private schools. It is widely recognized that the disproportionate number of children growing up in non-English-speaking homes can be classified in one or more of the above categories. Title I funds will continue to make a major contribution to the education of the bilingual child.

B. Bilingual Education Act. The strongest mandate in support of bilingual education ever written by Congress is found in Section 105 of Title I. Here Congress substitutes a totally new text for old Title VII of the Elementary and Secondary Education Act of 1965. The law authorizes a sliding scale of funding over the next four years which if fully implemented would more than double existing support. One-third of all appropriations are to be set aside for training bilingual teachers. The National Institute of Education is authorized to conduct a five million dollar Bilingual Research Program annually. The remainder of the annual appropriation will provide grants to local education agencies and institutions of higher education for the establishment, operation, and improvement of bilingual education programs, for supplementary community adult or preschool programs, and to assist State departments of education to provide technical assistance and coordinate bilingual educational activities. Each State educational agency receiving funds is to submit an annual "State Plan," and priority is to be given to geographic areas with greatest need.

Figure 1

P. L. 93-380
PROGRAMMATIC BILINGUAL INTERFACE DIAGRAM


PROGRAMMATIC BILINGUAL INTERFACE
BILINGUAL EDUCATION ACT TITLE I
PART D - VEA, TITLE VIII
LAU CENTERS - CRA IV
N.I.E. BILINGUAL RESEARCH
TEACHER CENTERS EDPA IV PART D
CRA INSTITUTES - CRA IV
COMPREHENSIVE EMPLOYMENT TRAINING ACT
LIBRARY SERVICE TITLE VIII
VOCATIONAL EDUC. ACT TITLE VIII
HIGHER EDUC. ACT TITLE VIII
NATIONAL READING IMPROVEMENT PROGRAM TITLE VII
EMERGENCY SCHOOL AID ACT TITLE VI
INDIAN EDUCATION TITLE VI
EDUCATION OF THE HANDICAPPED TITLE VI
ADULT EDUCATION ACT TITLE VI
SPECIAL PROJECTS ACT SEC. 404
CONSOLIDATION TITLE IV PARTS A & B
IMPACT AID TITLE III
EQUAL EDUC. OPP. TITLE II
ETHNIC HERITAGE CENTERS TITLE I
COMPENSATORY EDUCATION TITLE I

C. Ethnic Heritage Study Centers. Title I ends with a reference to Ethnic Heritage Studies in Section III. The legislation authorizes continued support for such Centers to July 1, 1978.

D. Equal Educational Opportunity. The only reference to bilingualism found in Title II is Section 204 (F) where the law states emphatically that "the failure by an educational agency to take appropriate action to overcome language barriers that impede participation by its students in its instructional programs" is deemed an unlawful practice.

E. Federal Impact Aid Programs. Title III makes major changes benefiting the bilingual child in Public Laws 81-815 and 81-874. Section 304 excludes Impact Aid funds spent by local education agencies for the benefit of bilingual children when calculating a State's equalization formula. Section 305 includes children who reside on Indian lands when computing "B children" eligibility. The law further stipulates under Subsection 5A that adequate assurance will be given "that Indian children will participate on an equal basis in the school program of the local education agency."

F. Consolidation Programs -- Title IV. Three references are made to bilingual education in Title IV. Section 402 stipulates that the Commissioner shall transfer to the Secretary of Interior "amounts necessary" from appropriations for Parts B and C to provide "the programs authorized by each such part for children and teachers in elementary and secondary schools operated for Indian children by the Department of Interior." Section 403 makes assurance that bilingual children are included in any "State plan" requesting funds under Parts B and C of Title IV. The third reference is found in Section 404 (G) which authorizes projects for the identification and education of gifted and talented children, including those with limited English-speaking ability.

G. Bilingualism in Non-ESEA Legislation. Title VI amends and extends four related educational programs which affect individuals with limited English-speaking ability.

Section 607 provides special assistance for Bilingual Adult Education Programs. Such projects are to be coordinated with similar activity funded under Title VII of the Vocational Education Act. The instruction is to be given in both English and the native language of the adult. Fifteen percent of the State's Adult Education allotment is to be set aside for Special Adult Education Projects, including the development of "methods for educating persons of limited English-speaking ability."

P.L. 93-380 amends and extends the Education of the Handicapped Act through 1977. Section 614 authorizes a one-year only special State entitlement to assist States in initiating, funding, and improving programs and projects for the education of handicapped preschool, elementary, and secondary students. The Section authorizes the Commissioner to make payments to the Secretary of Interior for the education of handicapped children on reservations serviced by elementary and secondary BIA schools operated for Indian children. The law also broadens the screening procedures used in identifying handicapped children by stipulating "procedures to insure the testing and evaluation materials and procedures utilized for the purposes of classification and placement of handicapped children to be selected and administered so as not to be racially or culturally discriminatory."

The Indian Education Act of 1972 is extended through July 1, 1978, and is amended to provide special educational training programs for teachers of Indian children. The Section also authorizes 200 graduate fellowships for Indian students working toward degrees in engineering, medicine, law, business, forestry, and related fields. (Attachment C cites the major references to Indian education in P.L. 93-380.)

Title VI also extends the Emergency School Aid Act through June 30, 1976. As has been true in previous years this piece of legislation has provided extensive support for bilingual education.

H. National Reading Improvement Program. Title VII provides expanded support for a national reading program, and specifies in Section 705 that special priority is to be given "schools having large numbers or high percentages of children with reading deficiencies." One of the criteria set forth in the application process stipulates that provision must be made for "the use of bilingual education methods and techniques to the extent consistent with the number of elementary school-age children in the area served by a reading program who are of limited English-speaking ability."

I. Postsecondary Educational Programs. Title VIII deals with amendments to the Higher Education Act of 1965, the Vocational Education Act of 1963, and the Library Services and Construction Act. There are significant new bilingual implications in each of the amended laws.

There are three major changes benefiting the bilingual college student. Section 832 allows a new institution to become eligible for Federal assistance during its initial operating year if the Commissioner determines that the institution "will substantially increase higher education for Spanish-speaking people." Previously there had been a three-year waiting period.

A language barrier is frequently the cause of poor academic performance in institutions of higher education. Section 833 seeks to remedy this problem by making it possible for colleges and universities to receive grants or contracts for the purpose of adding to their curriculum "a program of English language instruction for students of limited English-speaking ability." Such students may also receive "guidance and counseling in order to enable them to pursue a postsecondary education."

The Higher Education Act is further amended to provide assistance for training in the legal profession. The amendment makes it clear that individuals receiving the assistance are to come primarily from disadvantaged backgrounds, including persons with language barriers.

Section 841 amends the Vocational Education Act of 1963 by specifically authorizing bilingual vocational training for persons of limited English-speaking ability, and by adding a new Part J carrying the title "Bilingual Vocational Training." Part J is intended to provide language instruction for skilled and semiskilled workmen already in the labor market, and "who desire or need training or retraining to achieve year-round employment, adjust to changing manpower needs, expand their range of skills, or advance in employment." Training allowances for participants in Part J Bilingual Vocational

PROGRAMMATIC PRODUCTS AND ELEMENTS	INVENTORY	DOCUMENT	DISSEMINATION	IDENTIFY	INVOLVE	PLAN	COORDINATE	ADMINISTER	INFORM	ASSIST	SUPPORT	FUND	RESEARCH	DEVELOP	TRAIN	MONITOR	TEST	ANALYZE	EVALUATE	REPORT
ESEA VII Historic Projects	X	X	X	X			X													
ESEA I Historic Projects	X	X	X	X			X	X	X	X						X				X
ESAA IV Historic Projects	X	X	X	X			X	X	X	X	X	X				X			X	X
State Supported BE Programs	X	X	X	X			X	X												
Significant Locally Funded Projects	X	X	X	X			X	X												
Private/Non-Profit Contributions	X	X	X	X	X		X	X												
Migrant Student Record Transfer System					X		X				X									
SEA Bilingual/Bicultural Offices					X	X	X	X												
Regional Service Centers, ESEA III					X	X	X	X												
General Assistance Centers, ESAA IV					X	X	X	X	X	X	X	X				X			X	X
Regional Instructional Development Centers			X		X		X	X			X	X				X				X
State Voc. Ed. Instructional Material Centers			X		X		X	X								X				X
Teacher Center Projects, EPDA, Part D					X	X	X	X	X	X	X	X		X		X				X
Task Force de la Raza			X			X	X	X	X		X	X	X	X	X	X	X	X	X	X
Lau Centers CRA IV, Sec. 403						X	X	X								X	X	X	X	X
CRA Institutes, CRA IV, Sec. 404						X	X									X	X	X	X	X
Indian Ed. Grants, IEA, Parts A, B, & C							X													
MDTA Skill Centers							X			X										
CETA Job Training							X			X					X					
Bilingual Voc. Ed. Training, VEA, Part J						X	X			X	X	X		X	X	X			X	X
National Bilingual Clearinghouse			X			X	X	X												
National Clearinghouse and Adult Ed.			X			X	X	X												
NIE Compensatory Ed. Experimental Ed. Centers							X						X	X			X	X	X	X
Postsecondary Bilingual Programs						X	X	X		X	X	X				X			X	X
Library and Learning Resources						X	X	X				X				X				X

Figure 2

Programs are subject to the same conditions or limitations as those set forth in Section III of the Comprehensive Employment and Training Act of 1973. Title VIII also amends the Library Services Construction Act to give priority "to programs and projects which serve areas with high concentrations of persons of English-speaking ability."

One final but significant amendment affecting bilingual education is found in Section 845 which extends the existence of the National Advisory Committee on Education of Bilingual Children to July 1, 1978.

II. Analysis of Issues

When a new Federal program is introduced into a community, and the clientele choose to participate, the consequence is the creation of programmatic products. Once a product is in place it sets in motion a predicted logic of anticipated activities. The interface of those activities upon the products results in predictable issues.

An expanded bilingual program in Region VI will create a predictable pattern of issues. It is possible to plot such a pattern on a matrix and to analyze the interface areas. Let us consider a model bilingual interface matrix for Region VI. Along the "Y" coordinates of the grid we will place the existing and anticipated products resulting from bilingual programmatic effort in Region VI. To the "X" factors we will assign areas of anticipated activity. It is now possible to plot the major interface areas. (See interface grid, Figure 2.)

As indicated in the introduction, issues tend to cluster around areas of stress. Using the examples contained in the Region VI interface grid, let us examine in depth each of the suggested issues. They tend to follow the interface areas across the grid from the upper left to the lower right.

A. The Continuity Issue. Bilingualism is "old hat" in Region VI. Even before the word began to find its way into Federal legislation, community groups and State agencies in the Southwest were producing materials and testing them out in actual classroom situations. Progressive teachers were experimenting with new techniques. Research scholars were exploring the many ramifications of the problem and were scientifically evaluating the consequences which language barriers imposed on the learning situation.

ESEA VII was the catalyst which in 1965 accelerated and expanded bilingual activity. The intervening years have produced a significant repository of historic projects and products resulting from Federal programmatic activity. Some of the key bilingual products occurring in Region VI are identified in the model above, such as historic ESEA Title VII and Title I projects, historic ESAA Title VII projects, the Migrant Student Record Transfer System, the Texas Regional Service Center (ESEA III) network, General Assistance Centers (CRA IV), Regional and State Vocational Education Instructional Material Centers, MDTA Skill Centers, Task Force de La Raza, and Southwest Educational Development Laboratory.

Any planned expansion of bilingual activity in Region VI should logically build upon current and prior accomplishments. Certain anticipated activity can assure continuity between new efforts and old programs. One such activity should involve producing an inventory of prior and existing projects. Several excellent bibliographies have already been produced by the ERIC Clearinghouse on Small Schools at Las Cruces.

Other related activities which impinge on the continuity issue involve documenting and disseminating the proven accomplishments of prior projects. Again the ERIC system can be relied upon as a link to the past and a bridge to the future. All proposal writers should be required to include an ERIC search of their topic as a part of the application process.

Continuity is more than a mere paper process. Only people can make the intellectual process "click." There are already many dedicated bilingual professionals in the Southwest and many more are ready to join their ranks. We need to examine the word "identify" in our list of anticipated activities. We have the resources to quickly develop a roster of knowledgeable persons who have already made contributions in the field of bilingualism. With additional effort it would be possible to recruit, train, and involve a cohort capable of filling in the gaps called for under the new legislation, particularly in such areas as Indian education, gifted and talented, the handicapped, early childhood, and adult education. Continuity implies blending the proven products of the past with the most promising proposals for the future. People and the products or institutions they represent are the keys which will assure continuity.

B. The Communication Issue. As noted earlier, the new legislation makes provisions for bilingual education in virtually every aspect of the educational process. It creates the possibility of a 100% increase in Federal support of bilingual programs in 1978. The diversity and magnitude of such programmatic growth creates a major communication problem both internally and externally.

Some efforts have already been initiated to "get the word out." Presentations have been made before each of the State departments of education and other educational groups in Region VI. An interregional Bilingual Conference has been sponsored with a special seminar focusing upon Indian education. Still we have only begun the process of informing our clientele. If the language barrier is to be penetrated there is need for continued effort in the areas of documentation, dissemination, information processing, and product replication.

C. The Cooperation Issue. The third anticipated stress area involves interaction among local, State, and Federal personnel who may frequently find themselves working on divergent or even competitive projects. In such circumstances cooperation rarely occurs without deliberate planning. In Region VI our model anticipates deliberate effort to insure cooperation in such activity areas as "involvement," "assistance," and "support."

In almost every instance the law mandates community involvement in planning and implementing bilingual programs. Local and State advisory groups are required and their direct involvement in planning is to be documented. Linkages between local, State, and regional efforts are encouraged. Even at the Federal level the law is specific in specifying interprogram, interagency, and interdepartmental cooperation. The job to be done merits a total interteam

effort. There must be appropriate interface among such programmatic efforts as State supported and funded bilingual programs, significant locally funded projects, private and non-profit contributions, and the regional and interregional thrusts of Federally sponsored projects. Without cooperation we will either negate or duplicate each other's effort.

D. The Coordination Issue. It is the opinion of the Region VI OE staff that the success of the bilingual program outlined in P.L. 93-380 will depend largely upon how well the divergent program elements and activities are coordinated. Management at all levels must assume responsibility for this key ingredient to maximize program effectiveness. No effort should be undertaken in isolation. What works with one ethnic group has relevance for all. Materials and techniques developed by one school district should be equally effective in other localities, especially with minor modifications.

Interstate coordinative efforts are to be encouraged and commended. A good example of such coordination has been operating effectively in Region VI for several years. The State Vocational Education Instructional Material Centers each share their products with the Regional Office of Vocational Education which acts as a clearinghouse for regional distribution of the materials. The system is also fed by good materials produced at the local level, the MDTA Skill Centers, and the Regional Instructional Development Center in Stillwater, Oklahoma. There are other Federally funded components which are making major contributions to the bilingual effort in Region VI. Task Force de La Raza, headquartered in Albuquerque, with Regional offices in San Antonio, Chicago, Denver, and Sacramento, provides a logical interregional coordination network. They have sponsored significant bilingual conferences, compiled statistical data on various facets of the bilingual problem in the Southwest, provided technical assistance upon request to local, State, regional, and national groups, and engaged in significant R and D activity.

There should be planned interface between existing "support" centers, clearinghouse efforts, and any new developments resulting from P.L. 93-380. Lau Centers and Civil Rights Institutes should be tied into a coordinated regionwide network.

Any of the NIE Experimental Compensatory Educational Centers which chance to be located in Region VI should be dovetailed into the Regional Bilingual Support Network, and the efforts of the Southwest Educational Development Laboratory at Austin.

Coordination should not end at the regional level. The law makes provisions for national coordination by authorizing the creation of the National Office of Bilingual Education, and by extending the existence of the National Advisory Council on Bilingual Education. The law also envisions a National Bilingual Clearinghouse which shall "collect, analyze, and disseminate information about Bilingual Education and other related programs." The term "other programs" is defined on page 29 of the law as including the Emergency School Aid Act, Part J of the Vocational Education Act, Section 306 of the Adult Education Act, and Section 6 of the Library Services and Construction Act. Implications elsewhere in the law call for nationally coordinated bilingual activity involving the following legislation: Impact Aid Act, page 40; Civil Rights Act, page 37; Migration and Refugee Assistance Act, page 41; Education of the Handicapped Act, pages 98 and 99; Indian Education Act, page 103; Comprehensive Employment and Training Act, pages 125 and 126; Special Projects Act for the Gifted, page 66; Community Schools

Act, page 66; and finally the entire text of the Bilingual Education Act, pages 20 through 20. How the divergent elements are to be coordinated at the national level is of vital concern to the bilingual leadership in the Southwest.

E. The Compliance Issue. Any Federal program must be monitored for compliance with the law and the rules and regulations promulgated by the administrative agency responsible for its implementation. The burden of compliance for bilingual educational activities falls heavily on Regions VI and IX. Approximately half of all the bilingual population live in the Southwest. The problem of compliance is compounded by the diversity of the ethnic groups. The Southwest is "home" for the Mexican American.

More than half of the American Indian population live in Oklahoma, New Mexico, Arizona, and California. Louisiana has its French heritage, and California its Chinese. Providing civil rights assurances to such a diverse bilingual population will impose a major administrative problem for the regional OE/OCR/ORD staffs of Regions VI and IX.

III. Reactions and Response

Assuming we have identified some of the key issues involved in an expanded bilingual education program, and in the light of the diversity of new programmatic activity, what questions logically come to mind? The Region VI staff suggest the following:

1. What impact does P.L. 93-380 hope to make on the bilingual community, educationally as well as socially and economically?
2. What policy changes are advisable?
3. What organizational structure is necessary to effectively coordinate bilingual programs mandated in P.L. 93-380?
4. What administrative decisions need to be made?
5. How shall the Office for Civil Rights be involved?
6. What effect does this paper have on the development of "Rules" and "Regulations?"
7. What significance will a noncoordinated effort have on the Office of Contracts and Grants?
8. What is the role of the Deputyships to a nationally coordinated bilingual educational thrust?
9. Are there good examples of coordinated programs in OE which could serve as models?
10. How can NIE and NCES activity best support OE's effort in bilingual education?
11. Are programmatic set-asides advisable?

12. Should this paper be circulated to the RCs, RDs, the ASE, the OS, and others outside of government?

Recommendations: That the Commissioner immediately appoint an intra-agency Task Force representative of the Deputyships and the Regional Offices and charge it with the following responsibilities:

1. Analyze administrative and management problems inherent therein,

2. Develop policy and directive statements,

3. And report their findings via MIS strategy within a specified time frame.

Attachment A

Legilsation Amended by P.L. 93-380

	Minor References Pages	Major References Pages
Adult Education Act	29,93,124,128	93
Budget and Accounting Act of 1921 (definition only)		113
Career Compensation Act of 1949 (definition only)		38
Civil Rights Act of 1964		37
Comprehensive Employment and Training Act of 1973 (definition only)	125,126	
Cooperative Research Act, P.L. 83-531		61
Economic Opportunity Act of 1964		40
Educational Amendments of 1972		79
Education of the Handicapped Act	96,128	96
Emergency Insured Student Loan Act of 1969		79
Emergency School Aid Act	29,36	104
ESEA of 1965	20,29,52,102,116,127,129	5
General Education Provisions Act, P.L. 90-247	65,67	73
Higher Education Act of 1965	79	120
Impact Aid Act, P.L. 81-874		38
Indian Education Act		102
Library Services and Construction Act	29,52,59	126
Migration and Refugee Assistance Act of 1962 (modified)		41
National Defense Education Act of 1958	53,60	105
Social Security Act	7	118
Vocational Education Act, 1963	29	123

New Acts or Legislation Embodied in P.L. 93-380

Bilingual Education Act of 1974	20
Equal Education Opportunities Act of 1974	31
Family Rights and Privacy Act of 1974 (Buckley Amendments)	91
Mathias Amendment (Special 1 year only grant for Handicapped)	97
National Reading Improvement Program	105
Special Projects Act of 1974	61
The Community Schools Act	66
Tyding's Amendment (carryover funds)	79
Women's Educational Equity Act of 1974	71

Attachment B

Public Law 93-380
Implications for Bilingual Education

I. Compensatory Education (ESEA I)
(Title I, Section 102, pp. 8, 18)

A. Ethnic Heritage Study Centers (ESEA IX)
(Title I, Section III, p. 30)

II. The Bilingual Education Act
(Title I, Section 105, pp. 20-29)

A. Amends Title VII of ESEA

1. Provides grants to LEAs to meet the needs of children with limited English-speaking ability.

2. Preschool and supplementary programs may also be funded.

3. Programs may be established for adults.

4. Particularly for parents of children participating in bilingual programs.

B. Program Characteristics

1. Must provide instruction in child's native language, also English.

2. Limited number of English-speaking students may enroll.

3. Bilingual students to attend regular classes in subjects such as art, music, and physical education.

III. Desegregation (Title II, Section 204, p. 32)

A. Failure to take appropriate action to overcome language barriers is considered an unlawful practice.

IV. Impact Aid (P.L. 81-874) Title III, Section 304-5, pp. 40, 41, & 46)

V. Consolidation (Title IV, Section 401, p. 55 plus p. 57)

A. Basis of distributing Part B funds.

1. Greatest amounts to districts with greatest number of disadvantaged children from homes.

2. Programs designed for families in which English is not the dominant language.

Attachment B (cont.)

B. State Advisory Council must include professional persons with bilingual competence.

VI. Special Projects Act (Title IV, Section 404, p. 66)

A. Provides funds for model projects for gifted and talented children.

B. Must include efforts to identify and educate bilingual children.

VII. Adult Education (Title VI, Section 607, pp. 95-96)

A. AEA is amended to include provisions for bilingual programs for adults.

1. Instruction is to be in both English and the native language.

2. Projects are to be coordinated with other programs funded under Bilingual Education Act and the Vocational Education Act.

B. Provision is made for special bilingual experimental demonstration projects under Section 607.

1. Funds may be used for development of innovative methods.

2. Also for the training of personnel for adult bilingual programs.

VIII. Education of the Handicapped, Section 614, p. 98

IX. Indian Education Act, Sec. 632, Section 614, p. 98

X. Emergency School Aid Act, Section 641, p. 104

XI. The National Reading Improvement Program (Title VII, Section 705, p. 107)

A. The Act generally provides funds for reading improvement programs at the elementary and pre-elementary levels.

B. Applicants must provide for the use of bilingual methods and techniques.

XII. Higher Education Act of 1965

A. Developing Institutions for Spanish-speaking people Sec. 832, p. 120.

Attachment B (cont.)

B. Guidance and counseling services, Sec. 833, p. 121.

C. Legal Training, Sec. 836, p. 121.

XIII. Vocational Education Act of 1963 (Title VIII, Section 833, pp. 120-121, Section 841, pp. 123-127)

A. Section 833 provides English language instruction counseling and guidance for students of limited English-speaking ability.

B. Section 841 provides $17.5 million for FY 75 for bilingual vocational education and adult education programs.

1. The section also specifies that persons of limited English-speaking ability are to be included as members of the National Advisory Council on Vocational Education.

2. Students of limited English-speaking ability may be included on State advisory councils.

C. Extends Vocational Education Act of 1963 and creates a new Part J categorical program for bilingual vocational training programs.

1. Designed to train or retrain individuals with limited English-speaking ability for nonprofessional employment.

2. Develop and disseminate accurate information on bilingual vocational training.

3. Report annually to the President and Congress.

4. Appropriates $17.5 million for FY 75 to fund Part J activities.

XIV. Library Services and Construction Act
(Title VIII, Sec. 841, pp. 126-127)

A. The State Plan requirements for LSCA is amended to provide assurances that priority will be given to projects serving areas with high concentrations of persons with limited English-speaking ability.

B. LSCA plan must accommodate communities with high concentrations of low-income families.

XV. Extension of Advisory Council
(Title VIII, Sec. 845, p. 129)

A. Extends the life of the Advisory Committee on the Education of Bilingual Children to July 1, 1978.

Attachment C

Public Law 93-380
Implications for Indian Education*

1. Compensatory Education for Indian Children
(Title I, Section 101, p. 5, p. 8 -- EA of '74)

   a. OE funds to be transferred to Department of Interior for special education needs of disadvantaged Indian children:

      (1) must live on reservations or
      (2) attend DOI schools.

   b. 1% of Title I funds reserved for territories and Indian children.

2. Bilingual Education for Indian Children
(Bilingual Ed Act, Title I, Sec. 105, pp. 24-25 -- EA of '74)

   a. Grants for bilingual education:

      (1) to schools operated predominantly for Indian children, and
      (2) to Secretary of DOI for children living on reservations.

   b. Secretary of DOI to compile bilingual studies:

      (1) An annual report on projects and funds
      (2) A needs assessment on bilingual education for Indian children.

3. Impact Aid for Indian Children
(Title III, Sec. 305, pp. 46-47 -- EA of '74)

   a. LEAs must guarantee that children residing on Indian lands will be included in school programs on an equitable basis.

   b. Indian children classified as A students for determining impact aid payments.

   c. Funded at 100% level.

4. Consolidation Grants for Indian Children
(Title IV, Sec. 401, p. 54 -- EA of '74)

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*Prepared by Harold A. Haswell, Director, Developmental Programs Planning and Evaluation, USOE, ROVI, Dallas, TX.

a. A 1% set-aside of the consolidated appropriation reserved for territories and Indian children (DOI school).

(1) Provides support for Libraries and Learning Resources (Part B), and
(2) Educational Innovation and Support (Part C).

5. Education of Handicapped Indian Children
(Title VI, Sec. 614, p. 98 -- EA of '74)

a. Authorizes grants of $8.75 for each child ages 3-21 for FY 75 only, for all handicapped children in the State.

b. A 1% set-aside of the appropriation is reserved for handicapped Indian children on reservations in DOI schools.

6. Indian Education Act extended and expanded.

a. Extends Section 303 (a) (1) of P.L. 81-874 (Impact Aid Act), also known as the Indian Education Act (P.L. 92-318), through fiscal year 1978.

(1) Sec. 303 is amended to increase the percentage of funds reserved for Indian controlled schools from 5% to 10%.

b. Section 810g of ESEA is also extended through fiscal year 1978.

(1) This section provides grants to improve educational opportunity for Indian children.
(2) The amendment requires the inclusion of children enrolled in nonpublic schools in funded programs.

c. Provides fellowships and scholarships for Indian professionals.

(1) Authorizes $2 million per year for teacher training fellowships and grants.
(2) Also authorizes 200 fellowships for Indian professional graduate students.

7. Extension of Advisory Council
(Title VIII, Sec. 845, p. 129 -- EA of '74)

a. The National Advisory Council on Indian Education (Title IV, Sec. 442) is extended until July 1, 1978.

STATE BILINGUAL EDUCATION PROGRAMS: A NEW FRONT

Excerpt from School Finance Reform: A Legislators' Handbook (pp. 31-34), John J. Callahan and William H. Wilken, Editors, published by the Legislators' Education Action Project, National Conference of State Legislators, Suite 702, 1150 17th Street N.W., Washington, D.C. 20036. Reproduced by permission.

STATE BILINGUAL EDUCATION PROGRAMS: A NEW FRONT

. . . many states have initiated bilingual education programs in order to meet the special needs of children from homes where a language other than English is dominant. The 1968 Federal Bilingual Education Act, which became Title VII of The Elementary and Secondary Education Act, its subsequent, substantial funding, and the 1974 U.S. Supreme Court decision in Lau v. Nichols were landmark stimuli in focusing local reformers' and ultimately state attention on bilingual education. Only three states had such programs legislated and funded at the time of Serrano. By 1974-75, however, 13 states had legislated and funded bilingual education programs, while another state had mandated bilingual instruction without legislation.[n]

As Table 3 shows, four states have made relatively strong efforts in bilingual education: Illinois, Massachusetts, Colorado and Louisiana.[o] Each of these state's funding approximates or exceeds significantly the funding for bilingual education provided by the Federal Government's Title VII ESEA. In the case of Illinois, phenomenal increases in funding of its bilingual education program accompanied the state's 1973 general school finance reforms; bilingual education funding rose from $805,000 in 1971-72 to $8,000,000 in 1974-75, the top state funding in the nation. These funds are especially important to Chicago as "nearly two-thirds of (the number of children served) reside in the Chicago area." . . . As will be discussed later, Illinois chose a multi-pronged approach to aid its largest city.

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[n]Table 3 lists the 13 states; Pennsylvania is the state which has mandated bilingual instruction without legislation.

[o]Louisiana's program, however, is aimed at fostering French as a second language rather than at meeting the needs of children from homes where a language other than English is dominant.

Table 3

STATE LEGISLATED AND FUNDED BILINGUAL EDUCATION PROGRAMS[a]
(Dollars in Thousands)

State	Initial Legislation	State Allocations 1971-72	1972-73	1973-74	1974-75	Total Federal Title VII ESEA Bilingual Education Grant Awards 1974-75	State Allocations as a % of Federal Title VII ESEA Grant Awards 1974-75
Alaska				$ 200	$ 200	$ 705	28%
Arizona	1969	$ 100	$ 100	400	700	2,565	27
California	1972		1,000	4,000	4,000	21,383	19
Colorado	1975				(b)	549	-0-(f)
Illinois	1968	805	2,370	6,000	8,000	3,414	234
Louisiana	1968		500	500	1,300	1,596	81
Massachusetts	1971	1,500	2,500	2,500	4,000	2,075	193
Michigan	1971		88	-0-	-0-(c)	832	-0-(f)
New Jersey	1974				250(d)	2,289	11(f)
New Mexico	1969	100	300	700	1,000	3,158	32
New York	1973			1,500(e)	1,500(e)	13,250	11
Rhode Island	1974				50	1,033	5
Texas	1973			700	2,000	15,347	13
Column Totals		$2,505	$6,858	$16,500	$23,000		
U.S. Totals					$23,000	$78,248	29%
U.S. Totals Less Illinois & Mass					$11,000	$72,759	15%

*Estimate
(a)Only included are programs based on state legislation and categorical funding. Thus bilingual education programs in states such as Washington, which are supported from state compensatory education funds, or in Pennsylvania, which are supported solely by local education agencies, are not included.
(b)Major new program to commence in 1975-76, funded at $2,550,000.
(c)$300,000 allocated for 1975-76.
(d)Major new program to commence in 1975-76.
(e)In addition, significant portions of local districts' allocations of state funds under the Urban Education Program (until June 1974) or Chapter 241 Program (since July 1974) have been earmarked by local districts for bilingual education: $3,750,000 in 1973-74.
(f)Will be much higher in 1975-76.

Table Sources: Stanford Research Institute, Educational Policy Research Ctr., State Compensatory Education and Bilingual Programs (Res. Memo EPRC 2158-25) (Menlo Park, Calif.: Stanford Res. Inst., Feb. 1975); Thomas L. Johns, ed., Public School Finance Programs, 1971-72 (DHEW Publication No. (OE) 73-00001) (Washington, D.C.: GPO, 1972), especially Table 2, page 4; U.S. Office of Education, ESEA Title VII Project Summary, By State and Project Location, Giving 1975 Grant Award Totals (Washington, D.C.: USOE, Mimeograph, December 12, 1975); Intercultural Development Research Association Newsletter (San Antonio, Texas: IDRA, September 1975), p. 2; and various state department of education officials, state legislative staff and local education officials.

Colorado's bilingual education legislation was not enacted until 1975, two years after the state's major 1973 general aid formula revisions. The 1975-76 appropriation was $2.5 million, which is 455% of the 1974-75 Federal Title VII funds awarded to the state. One of Colorado's 1973 general aid formula revisions also substantially benefited Denver, despite that city's relatively high wealth. So, Colorado, like Illinois, has chosen a multi-pronged approach to aid its largest city.

In the Northwest and Midwest, where children eligible for bilingual education programs are concentrated in the cities, bilingual aid programs can be seen as a fairly direct way to help cities undertake the tough job of providing an adequate education for their linguistically diverse student populations. Michigan, New Jersey, New York and Rhode Island, in addition to Illinois and Massachusetts, fund state programs. The funding commitments of these four states are quite small, however, compared to the Federal Title VII ESEA funds going into their states. (See Table 3.)

In the Southwest and West, where children eligible for bilingual education programs are more spread out between urban and rural areas, bilingual aid programs obviously have less impact on cities. Nevertheless substantial funding of bilingual programs would still be an important way for states to assist cities in their difficult educational tasks. Next to Colorado, New Mexico appears to have made the second greatest effort in the Southwestern and Western areas of the country. New Mexico's effort, however, is only one-third of the Federal Title VII ESEA allocations in New Mexico. California and Texas have both allocated more funds for bilingual instruction than either Colorado or New Mexico, but their state funds are only 19% and 13% respectively, of the Federal Title VII ESEA allocations in their states. (See Table 3.)

Nationwide in 1974-75, states allocated $23 million for state legislated and funded bilingual education programs. This figure is almost ten times what it was in 1971-72. Similarly the number of states with legislation and funding on the books has grown from only three at the time of Serrano to thirteen at present. Nevertheless, this growth must be placed in perspective. Even considering that state funds for bilingual education might approach $30 million when adding in state compensatory education funds and state department of education general funds used for bilingual education purposes, state program dollars would still be only 38% of Federal Title VII ESEA dollars for bilingual instruction, and are only 13% of state compensatory education program dollars. As for meeting the need in the area of bilingual education, Congressman Edward R. Roybal of California estimates that the Federal Title VII ESEA funds in FY 74 served only 3% of the five million children who are eligible for bilingual programs. . . . Or to look at this another way, if it could be presumed that the total Federal Title VII funds ($78 million in 1974-75) were spent equally on each eligible child (total 5 million), the additional funds available to participating school districts would be only $16 per child. Yet the federal funds are roughly three times the state funds! In short, except for Illinois, Massachusetts and Colorado, state bilingual programs today do not appear to be substantial forces in meeting the needs of cities' disproportionate numbers of linguistically disadvantaged students.

OUTLINE FOR A COMPREHENSIVE EDUCATION PLAN

Developed by the Cultural Awareness Center Trilingual Institute (CACTI), College of Education, Multicultural Education Center, The University of New Mexico, Albuquerque, New Mexico 87131. Reproduced by permission.

OUTLINE FOR A COMPREHENSIVE EDUCATION PLAN

The attached outline is offered as a basic approach for a Comprehensive Education Plan (CEP) that will not only address itself to CRA /Civil Rights Act/, 1964, Title VI requirements including Lau, but hopefully will accentuate quality in an educational setting.

Although this outline was originally intended as assistance for ESAA /Emergency School Aid Act/ school districts, it was developed further and could be useful to school districts who are developing a CEP for other than ESAA eligibility reasons.

The agencies listed below /CACTI, New Mexico State Department of Education, General Assistance Center-A, University of New Mexico/ were involved in several work sessions as the outline was developed. One of the sessions included representatives from OCR /Office for Civil Rights/, Regions VI and IX.

The outline is purposely general and flexible to allow for school districts to utilize their own uniqueness and still meet basic requirements.

In this outline "Lau Remedies" refers to the Task Force Findings Specifying Remedies Available for Eliminating Past Educational Practices Ruled Unlawful Under Lau vs. Nichols* document accepted and enforced by OCR.

The Lau Remedies and the May 25, 1970, memo * are also used with this outline since reference is made to those documents throughout.

/*May be obtained from Type B General Assistance Center in your area. See list on page 78./

I. District-Wide Advisory Committees

Adequate provisions for minority participation on the committee and adequate community input and review. This should apply to Advisory Committees under all federal projects.

II. Needs Assessment and Priority Setting

A. Inventory current curriculum, faculty capabilities, existing Federal programs, existing state and local programs and funds, language/cultural/educational background and needs of students, current physical facilities, community resources, available evaluation data (current and applicable).

1. Language assessment

a. Survey all students to determine home or primary language; use Lau Remedies criteria. Survey forms available from SEA /State Education Agency/ Lau or CACTI Lau Center . . . . Lau Remedies document also available from the above sources.

b. Determine the linguistic proficiency of those students identified above and categorize as follows:

1. Monolingual other (than English)
2. Predominantly other
3. Bilingual
4. Predominantly English
5. Monolingual English

2. Determine achievement levels of above students (see pp. 10, 11, and 22 of Lau Remedies . . .).

B. Draw up set of priorities based on identified needs and resources.

III. The Comprehensive Education Plan

A. Restructure curriculum to meet the identified multilingual/multicultural needs of the students.

1. Describe the program(s) you will prescribe for students of limited English-speaking ability (LESA) identified in the language assessment. Provide for the cognitive and affective domains (pp. 4- Lau Remedies).
2. Additional innovative initiatives by the district, or additional items to meet specific identified needs. Alternative programs aside from those suggested in the Lau Remedies but which fill the achievement criteria.
3. Time lines, evaluation designs, staffing, etc., can be incorporated in this section of the /Comprehensive Education Plan/ or as separate components addressing the total /Comprehensive Education Plan/.

B. Eliminate discriminatory class assignments, ability grouping and special education grouping (see pp. 13, 18- Lau Remedies and other regulations).

C. Adopt affirmative action plan to hire needed multilingual/multicultural and minority teachers and administrators. Document recruiting efforts, transfers, reassignments, etc. (pp. 17- Lau Remedies and other regulations).

D. Develop training program to bring present staff into position to meet the assessed needs. Outline such a program, i.e., when, what (content), duration of training, by whom, participants, etc. (see pp. 15, 16, 17- Lau Remedies).

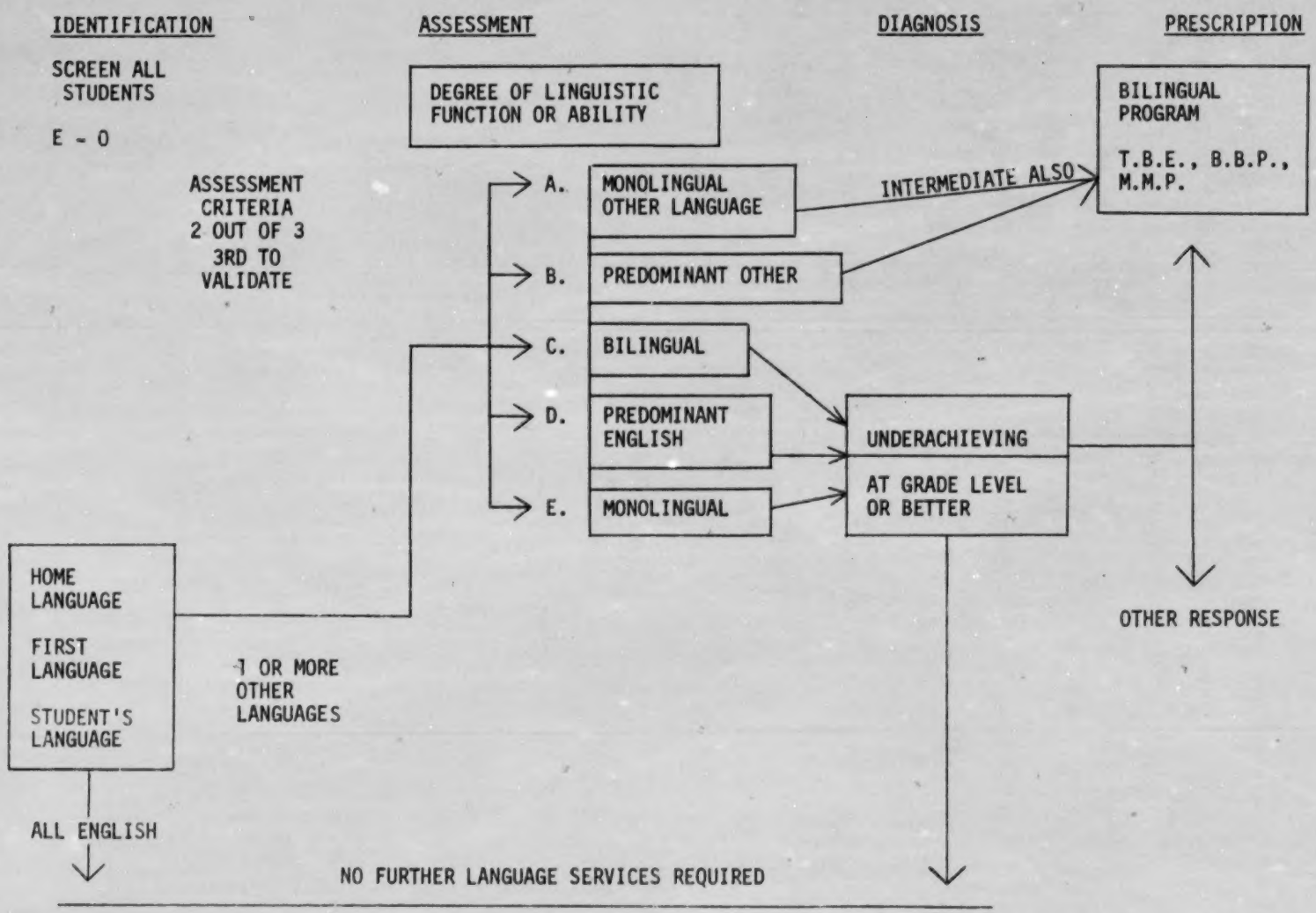
E. Provide for orientation and involvement of secondary school students in the program.

F. Provide notification for parental involvement (see pp. 19- Lau Remedies).

IV. Evaluation (see pp. 20- Lau Remedies)

A. Provide for ongoing evaluation by components, including pre- and post-testing evaluations and formative assessment of programs for needed modifications.

ELEMENTARY


IDENTIFICATION
SCREEN ALL STUDENTS
E - O
ASSESSMENT CRITERIA 2 OUT OF 3 3RD TO VALIDATE
ASSESSMENT
DEGREE OF LINGUISTIC FUNCTION OR ABILITY
A. MONOLINGUAL OTHER LANGUAGE
B. PREDOMINANT OTHER
C. BILINGUAL
D. PREDOMINANT ENGLISH
E. MONOLINGUAL
DIAGNOSIS
UNDERACHIEVING
AT GRADE LEVEL OR BETTER
PRESCRIPTION
BILINGUAL PROGRAM
T.B.E., B.B.P., M.M.P.
INTERMEDIATE ALSO
OTHER RESPONSE
HOME LANGUAGE
FIRST LANGUAGE
STUDENT'S LANGUAGE
1 OR MORE OTHER LANGUAGES
ALL ENGLISH
NO FURTHER LANGUAGE SERVICES REQUIRED

V. Implementation and Reporting

A. Set up reasonable and reliable goals and timetables. Implementation of a comprehensive education plan approved by Title VI may take place over a reasonable period of time, with immediate implementation of some parts and more gradual implementation of others, taking into account the particular item in question, the resources of the district, and the unique characteristics of the district.

B. Reporting (see pp. 20- Lau Remedies).

/Comprehensive Education Plan/ must be officially supported by the district's school board.

BACKGROUND LEADING TO LAU vs. NICHOLS

Cultural Awareness Center and Trilingual Institute (CACTI), College of Education, Multicultural Education Center, The University of New Mexico, Albuquerque, New Mexico 87131. Reproduced by permission.

Definitions

Segregation -- separatism, ethnic isolation, discrimination, lack of equal educational opportunities, etc.

Desegregation -- opposite of the above. Originally had a very narrow meaning; movement of students (busing) because "separate but equal schools" doctrine was ruled unconstitutional. The bringing together of children who are different.

Integration -- refers more to the quality of the relationship between these chilren who are different.

Quality Integration -- the ideal situation, a culturally and structurally integrated school(s). A multicultural setting.

BACKGROUND LEADING TO LAU vs. NICHOLS

The following is a brief overview citing some bench marks in the area of civil rights in general and in the attempts to remove discrimination in the public schools of this country. Again discrimination takes on many interpretations when considering a child's participation in equal opportunity.

The "right to discriminate" principle was pretty much upheld by the courts up until about the middle of this century. In 1896, in fact, the Supreme Court ruled that "separate but equal" facilities for Blacks and Whites were constitutional. The case in question was Plessy vs. Ferguson and it involved the availability of railroad cars.

This doctrine was utilized by school districts, particularly in the South, to maintain separate schools for Whites and non-Whites.

In 1954 the Supreme Court ruled, in Brown vs. Topeka School Board, that segregation was unconstitutional. Thus, it reversed the "separate but equal" principle. "Separate educational facilities are inherently unequal." In 1955 the Court ruled that desegretation was to be carried out (at this point desegregation was still defined as the physical movement of students, and whatever was taking place involved non-Whites, to eliminate ethnically identifiable schools).

Fourteen years later in 1969 the Court had to rule that desegregation must take place "at once." This is when the heavy activity (still physical) started. This is when desegregation centers (Type A) were funded although they were authorized in CRA 1964. Also, the government provided funds through ESAP and now ESAA for desegregating and desegregated school districts. The latter category is now given more meaning and we are graduating into "integration" and "quality integration" as . . . roughly defined . . . earlier.

The most significant legislation in civil rights was the Civil Rights Act of 1964. It prohibited discrimination on the basis of race, color, religion or national origin. Now, through Title IX of the Education Amendments of 1972 they have added sex to that list, i.e., the discrimination of people because of their sex . . . .

The Office for Civil Rights was given the responsibility for identifying and terminating any acts of discrimination in the public schools based on the above categories (Title VI of CRA).

Title IV of the Civil Rights Act, 1964 also authorized desegregation centers, now called General Assistance Centers, to assist school districts with the problems of desegregation as enumerated under Title VI. These are the Type A centers and 27 are authorized for this next year (1976).

The May 25, 1970, memo (Pottinger OCR) insisted that school districts be reminded that language and "national origin" are fused and inseparable. /It/ specified the Spanish-surnamed child, but . . . implicitly involved all non-English-dominant kids. In other words we might not be discriminating against them because of their national origin, but if there is a language other than English associated with that ethnic group and we deny its use for educational purposes, it is a form of discrimination. The Lau vs. Nichols decision (January 1974) brought this principle to fruition; denial of a student's (K-12) primary or home language is a form of discrimination or of denying equal educational opportunity.

Since the CRA of 1964, Title IV, already provided general assistance centers to deal with desegregation (now language also) issues and problems, we now have 9 centers (Lau Centers) throughout the country to address themselves to the problems of non-English-dominant students and to assist school districts in complying with the regulations as enforced by the Office for Civil Rights. These centers are known also as General Assistance Centers Type B (ours is CACTI) to distinguish them from the A centers who deal with non-language problems and activities. The Lau Centers, because they cross regional lines, are administered from Washington through the Office for Equal Educational Opportunity (OEEO), HEW. The A centers are regionalized, and have less of a service area because there are more (27).

CACTI ADVISORY/EVALUATIVE COMMITTEE
DIRECTORY AND ACTIVITIES

CULTURAL AWARENESS CENTER TRILINGUAL INSTITUTE

College of Education
Multi-Cultural Education Center
The University of New Mexico
Albuquerque, New Mexico 87131

CACTI
General Assistance Center
Type B (Lau Center)

Ray Rodriguez, Director
Joe R. Ulibarri, Associate Director
Margaret Fernandez, Program Specialist
Ida S. Carrillo, Program Specialist
Emma Armendariz, Program Specialist
LaVerne Atkinson, Program Specialist
Lucinda Maestas, Program Specialist
Angelique Acevedo, Program Specialist
Kay Tenorio, Program Specialist
Mary Anne Chavez-Guffain, Program Specialist
Lee Jane Esslinger, Program Specialist
Rita Delgado, Program Specialist

Office Staff:

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Rena Martinez, Staff Secretary
Annette Hershey, Staff Secretary
Margie Tapia, Staff Secretary
Ray Romero, Workstudy, UNM Student

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Phoenix, Arizona 85040

Nevada Satellite

Andrew Martinez, Coordinator
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N. Las Vegas, Nevada 89030

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Language Consultant
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Carson City, Nevada 89701

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Secondary Curriculum
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Gallup, New Mexico 87301

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Assistant Superintendent
Phonenix District #1
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Phoenix, Arizona 85004

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Director of Instruction
Las Cruces Public Schools
301 W. Amador
Las Cruces, New Mexico 88001

Sam Vigil
President
Luna Technical-Vocational Institute
Las Vegas, New Mexico 87701

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Bilingual Specialist
Department of Education
1535 W. Jefferson
Phoenix, Arizona 86007

Rena Oyenque
Curriculum Services Unit
State Department of Education
State Capitol Building
Santa Fe, New Mexico 87501

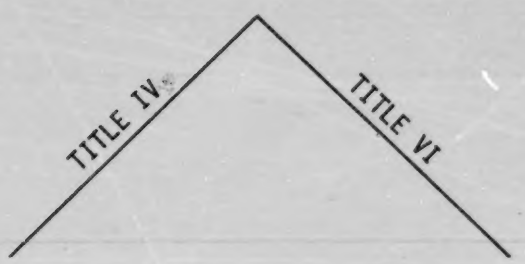
Tomas Villarreal, Jr.
Executive Director
National Education Task Force de la Raza
University of New Mexico
Albuquerque, New Mexico 87131

BRIEF SCENARIO OF CIVIL RIGHTS ACTIVITIES

Plessy vs. Ferguson 1896

Brown vs. Topeka 1954

Civil Rights Act 1964



Office of Equal Educational Opportunity (OEEO)

1. SDE
2. LEA's
3. General Assistance Centers

Office for Civil Rights (OCR)

1. Race
2. Color
3. National Origin

OCR (Pottinger) May 25 Memo, 1970

Lau vs. Nichols 1974

OEEO

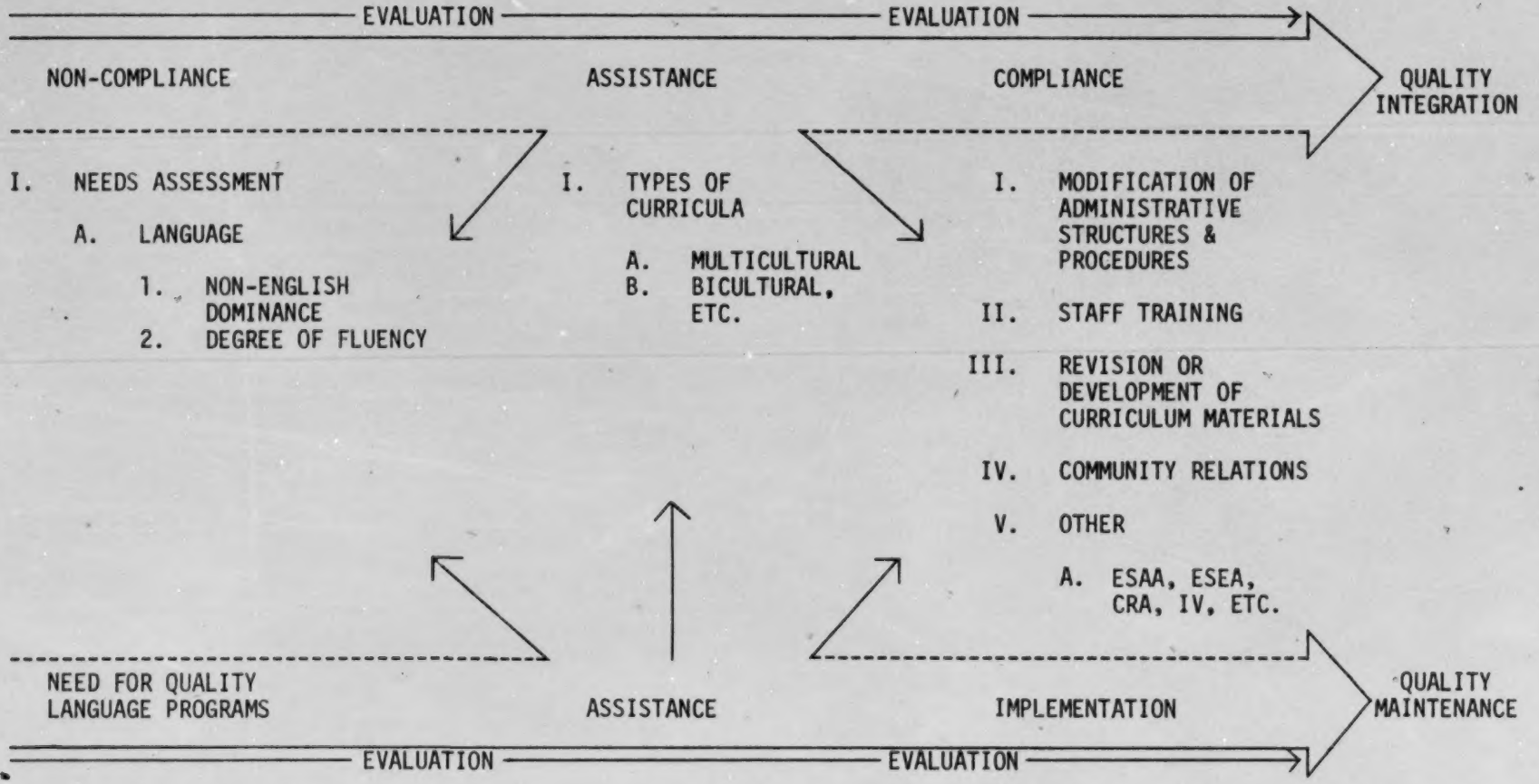
1. SDE
2. GAC "B" (9) Lau Centers

OCR

1. Reviews
2. Identification Non-compliance
3. "Lau Remedies"
4. CEP's

CACTI/SCHOOL DISTRICT

ACTIVITY PHASES



ESAA FUNDING OF BILINGUAL PROGRAMMING

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ESAA FUNDING OF BILINGUAL PROGRAMMING

For four years, the U.S. Office of Education, through the Emergency School Aid Act, has been funding the production of bilingual children's television series. These programs are made available to both commercial and noncommercial broadcasters for a small charge to cover the cost of distribution.

According to Dr. Dave Berkman, ESAA-TV Program Officer, $14,870,080 has been granted for bilingual programming during ESAA-TV's four years. What follows are descriptions of the funded programs.

Already Produced

Carrascolendas

The first 78 shows of a 130 half-hour program series for children 3 through 9. Each of these first 78 shows, which is part in English and part in Spanish, is a complete, single storyline musical comedy with an average of six original, fully scored, and frequently choreographed musical numbers. The series takes place in the mythical town of Carrascolendas—a set measuring almost 100 feet square with a dozen buildings surrounding a 50 foot square plaza. Each building interior is fully finished and furnished since all exteriors pull away to allow for complete camera access. Characters include Agapito Gomez y Gomez y Gomez—"the world's only bilingual lion"; Mable, the hip, black magician; and an assortment of zanies and straights, both Anglo and Latino. Action usually includes one or more slapstick bits in each program. The series content stresses affective (emotional and attitudinal) concerns. Evidence from its current PBS airing indicates that *Carrascolendas* appeals equally to both English and Latino youngsters. Produced under two successive funding awards totalling $3,120,809, to KLRN (TV), Austin, Texas.

Villa Alegre

The first 130 of 195 shows in this highly popular series of half-hour programs now airing on PBS. Like *Carrascolendas, Villa Alegre* is a Spanish-English series intended for both Anglo and Latino children 3 through 9. However, *Villa Alegre* (like *Sesame Street*), is a modularized (segmented) series, with each show consisting of perhaps a dozen different elements (many of them musical), shot half live-on-tape and half film. Film includes about half animation—both cel- and computer-generated. Each of the *Villa Alegre* shows concentrates on one of five content areas: food and nutrition; energy; environment; interpersonal relations; and man-made things. Produced under two awards totalling $5,160,000, plus a $1,000,000 grant from Exxon Foundation, to Bilingual Children's Television, Inc.

Mundo Real

The first 10 shows of a 30 half-hour program bilingual series for children 7 through 12, which is built around the continuing drama format popular with Latino audiences. The series focuses on a fictional, mainland, Puerto Rican family and the problems and opportunities faced by their children. Produced under a $250,000 award to Connecticut Public Television.

In Production

La Bonne Aventure

A bilingual series of 20, 15-minute programs, intended mainly for those children 4 through 8 from French-Canadian backgrounds in the upper Northeastern part of the United States, designed to prepare these children to overcome some of the cultural shock which many experience on entering Anglo-dominant schools. Produced under a $249,402 award to the Maine Public Broadcasting Network.

Carrascolendas

Fifty-two more shows of the 130 program bilingual Spanish/English series described above. These 52 programs will focus primarily on the activities of the children who reside in Carrascolendas, but will do so through a modular format. The emphasis on slapstick comedy, music and dance, will remain. Produced under a $1,674,000 award to KLRN (TV), Austin.

Que Pasa, U.S.A.?

A series of 20 Spanish-English "sitcoms" for youngsters 12 and above, focusing on the generation gap in a typical Cuban-American family. Produced under two joint awards totalling $500,000 to Community Action and Research, and to WPBT-TV, Miami.

La Esquina (The Corner)

A series of 10 dramatic half-hour Spanish-English bilingual programs intended for Mexican-Americans 12 and above. Action will take place in a soda shop frequented by the Chicano and Anglo adolescents around whose problems the series revolves. Produced under a $249,999 award to Southwest Educational Development Laboratory, Austin, Texas.

Mundo Real

Shows 11 through 30 of the series described above. Produced under two awards totalling $500,000 to Connecticut Public Television.

Villa Alegre

Shows 131 through 195 of the series described above. Produced under a $3,165,870 award together with a $1,000,000 grant from a private source to BC/TV, Inc., Oakland, California.

BILINGUAL PROGRAMS AND GRANTS IN INSTITUTIONS OF HIGHER EDUCATION

Excerpt from Directory of Title VII ESEA Bilingual Education Programs: 1975-76, published by the Dissemination and Assessment Center for Bilingual Education. For information on possible program additions or changes for 1976-77, contact the center at 6504 Tracor Lane, Austin, Texas 78721.

ARIZONA

Building capacity institutional assistance grants:

Northern Arizona University
Flagstaff, Arizona 86001
Attn: Elinor C. Kyte
College of Education
(602) 523-9011

Teachers and Aides
Spanish

Pima Community College
Tucson, Arizona 85709
Attn: Department of Bilingual Education
(602) 884-6666

Aides
Spanish

University of Arizona
Tucson, Arizona 85721
Attn: Dr. Macario Saldate
College of Education
(602) 884-1461

Aides
Spanish

Graduate fellowship program:

Arizona State University
Tempe, Arizona 85281
Attn: College of Education
(602) 965-3306

PhD degree program
14 fellowships
Spanish

CALIFORNIA

Building capacity institutional assistance grants:

California State University
Fullerton, California 92634
Attn: Arturo Franco
Title VII Bilingual/Bicultural Education Program
(714) 870-3994

Teachers and Aides
Spanish

California State University
Hayward, California 94542
Attn: Dr. Delmo Della-Dora
College of Education
(415) 881-3072

Aides

California State University
5151 State University Drive
Los Angeles, California 90032
Attn: Charles F. Leyba
Bilingual Teacher Training Center
(213) 224-3676

Teachers: 17 undergraduate
26 graduate
Spanish and Cantonese

CALIFORNIA (continued)

Building capacity institutional assistance grants (continued):

College of Notre Dame
Belmont, California 94002
Attn: Department of Bilingual Education
(415) 593-1601

Teachers and Aides
Spanish

East Los Angeles College
Los Angeles, California 90022
Attn: Armando M. Rodriguez
Department of Bilingual Education
(213) 263-7261

Teachers and Aides
Spanish

LaVerne College
LaVerne, California 91750
Attn: Department of Bilingual Education
(714) 593-3511

Aides
Spanish

San Diego City College
San Diego, California 92101
Attn: Dr. Jose Saldivar
Department of Bilingual Education
(714) 238-1181

Teachers and Aides
Spanish

San Diego State University
5544 1/2 Hardy Avenue
San Diego, California 92182
Attn: Dr. M. Reyes Mazon
Institute for Cultural Pluralism
(714) 286-5193

Teachers and Aides
Spanish

University of San Francisco
San Francisco, California 94117
Attn: College of Education
(415) 666-6526

Teachers and Aides
Spanish

University of the Pacific
Stockton, California 95204
Attn: Dr. Augustine Garcia
College of Education
(209) 946-2011

Teachers and Aides
Spanish

CALIFORNIA (continued)

Training assistance grant:

San Bernardino County Schools 602 S. Tippecanoe Avenue San Bernardino, California 92415 Attn: Henry F. Dalton SABER: San Bernardino Area Bilingual Education Resources (714) 383-1482	Paraprofessional training at La Verne College, Chaffey College, and San Bernardino Valley Community College Spanish

Graduate fellowship programs:

California State University Bakersfield, California 93309 Attn: Dr. James D. Whitley College of Education (805) 833-2011	MA degree program 3 fellowships Spanish
California State University 5151 State University Drive Los Angeles, California 90032 Attn: Dr. Charles F. Leyba College of Education (213) 224-3676	MA degree program 21 fellowships Spanish
California State University 6000 J Street Sacramento, California 95819 Attn: Dr. Roberto Segura School of Education Bilingual Cross-Disciplinary Graduate Fellowship Program (916) 454-6840 or 451-4409	MA degree program 50 fellowships Spanish and Cantonese
San Diego State University 5544 1/2 Hardy Avenue San Diego, California 92182 Attn: Dr. M. Reyes Mazon Institute for Cultural Pluralism (714) 286-5193	MA degree program 40 fellowships Spanish
University of the Pacific Stockton, California 95204 Attn: Dr. Augustine Garcia College of Education (209) 946-2011	EdD degree program 20 fellowships Spanish

FLORIDA

Training assistance grant:

Dade County Public Schools 1444 Biscayne Boulevard, Suite 305 Miami, Florida 33132 Attn: Norma C. De la Torre Career Development for Bilingual/Bicultural Education (305) 350-3178 or 3179	85 Teacher Adies 55 Teacher Assistants Spanish, French, Vietnamese, and Miccosukee

Graduate fellowship programs:

Biscayne College 16400 NW Thirty-second Avenue Miami, Florida 33160 Attn: Octavio Pino Department of Bilingual Education (305) 625-1561, Ext. 128 or 129	MA degree program 18 fellowships Spanish
Florida State University Tallahassee, Florida 32306 Attn: College of Education (904) 644-5553	PhD degree program 5 fellowships Greek

ILLINOIS

Building capacity institutional assistance grant:

Chicago Consortium of Colleges and Universities 25 E.Jackson Boulevard Chicago, Illinois 60604 Attn: Sylvia Rodriguez (312) 922-3944	50 Teachers and Aides Credit received from: Chicago State, DePaul University, Governors State University, Loyola University, Mundelein College, Northeastern Illinois State College, and University of Illinois at Chicago Circle Spanish

Graduate fellowship programs:

Chicago State University 6800 S. Stewart Avenue Chicago, Illinois 60621 Attn: College of Education (312) 224-3900	MA degree program 15 fellowships Spanish

ILLINOIS (continued)

Graduate fellowship programs (continued):

University of Illinois
Education Building
Urbana, Illinois 61801
Attn: Department of Bilingual Education
(217) 333-1000

PhD degree program
10 fellowships
Spanish

KANSAS

Graduate fellowship programs:

University of Kansas
Lawrence, Kansas 66044
Attn: College of Education
(913) 864-2700

MA degree program
5 fellowships
Spanish

Wichita State University
Wichita, Kansas 67208
Attn: Kenneth Nickel
College of Education
Graduate Fellowship Program in Bilingual Education
(316) 689-3308

MA degree program
10 fellowships
Spanish

LOUISIANA

Building capacity instutitional assistance grant:

Southeastern Louisiana University
Hammond, Louisiana 70401
Attn: College of Education
(504) 549-2000

Teachers
Italian

MASSACHUSETTS

Building capacity institutional assistance grant:

Boston University
765 Commonwealth Avenue
Boston, Massachusetts 02215
Attn: Dr. Maria Estela Brisk
School of Education
Bilingual Education Teacher Training Program
(617) 353-3260

70 Teachers (BS and EdM programs)
Spanish, Portuguese, and Greek

MASSACHUSETTS (continued)

Graduate fellowship programs:

Boston University
765 Commonwealth Avenue
Boston, Massachusetts 02215
Attn: Dr. Maria Estela Brisk
School of Education
Bilingual Education Fellowship Program
(617) 353-3260

PhD degree programs
6 fellowships
Spanish

University of Massachusetts
Amherst, Massachusetts 01002
Attn: Dr. Silvia Viera
College of Education
(413) 545-0111

PhD degree program
10 fellowships
Spanish

MICHIGAN

Training assistance grant:

School District of the City of Pontiac
350 Wide Track Drive
Pontiac, Michigan 48058
Attn: Porfirio Salas
Bilingual/Bicultural Teacher In-service Program
(313) 857-8443

15 Teachers
Spanish

Building capacity institutional assistance grant:

Eastern Michigan University
Ypsilanti, Michigan 48197
Attn: College of Education
(313) 487-1849

Teachers
Spanish

Graduate fellowship program:

Michigan State University
East Lansing, Michigan 48823
Attn: College of Education
(517) 355-1855

MA degree program
5 fellowships
Spanish

MISSISSIPPI

Building capacity institutional assistance grant:

Mississippi State University State College, Mississippi Attn: College of Education (601) 325-2131	Teachers Choctaw

NEW JERSEY

Building capacity institutional assistance grants:

Georgian Court College 521 Princeton Avenue Lakewood, New Jersey 08701 Attn: Rose Ortiz de Lopez Department of Bilingual Education (201) 363-5848	Teachers - undergraduate and graduate Spanish
Kean College Union, New Jersey 07083 Attn: Department of Bilingual Education (201) 527-2000	Teachers - undergraduate and graduate Spanish
Rutgers University Graduate School of Education 10 Seminary Place New Brunswick, New Jersey 08903 Attn: Dr. E. C. Condon Intercultural Relations and Ethnic Studies Institute (201) 932-7588 or 247-3485	Teachers - graduate level Spanish

Graduate fellowship program:

Seton Hall University (in collaboration with New York University, NYC)
South Orange, New Jersey 07079
Attn: Dr. John Tsu, Director
Dr. John Young, Co-Director
Chinese/Japanese English Bilingual Institute
(201) 762-9000, Ext. 505

NEW MEXICO

Training assistance grant:

University of Albuquerque Albuquerque, New Mexico 87120 Attn: Miguel Encinias Central New Mexico Bilingual Program Consortium (505) 831-1111	15 Teacher Trainees Keres

Building capacity institutional assistance grants:

New Mexico Highlands University Las Vegas, New Mexico 87701 Attn: Elias R. Bernal Title VII Bilingual Education Program (505) 425-7511, Ext. 281, 282, 283	Teachers Spanish and Indian languages (various)
University of Albuquerque Albuquerque, New Mexico 87120 Attn: Miguel Encinias College of Education (505) 831-1111	15 Teachers Spanish

Graduate fellowship programs:

New Mexico Highlands University Las Vegas, New Mexico 87701 Attn: Elias R. Bernal College of Education (505) 425-7511, Ext. 281, 282, 283	MA degree program 15 fellowships Spanish
New Mexico State University Las Cruces, New Mexico 88001 Attn: Dr. Atilano A. Valencia College of Education, Box 3AC (505) 646-1407	PhD degree program 10 fellowships Spanish
University of New Mexico Albuquerque, New Mexico 87106 Attn: Willie Sanchez College of Education (505) 277-2231	MA degree program 5 fellowships Native American languages Phd degree program 25 fellowships Spanish

NEW YORK

Building capacity institutional assistance grants:

Fordham University at Lincoln Center 113 W. Sixtieth Street New York, New York 10023 Attn: Dr. Richard E. Baecher Division of Curriculum and Teaching School of Education (212) 956-6628	50 Paraprofessionals (undergraduate) 150 Teachers from 5 local school districts (MS degree program) Spanish and Italian
Hofstra University (in cooperation with BOCES) Calkins Hall, Room 317 1000 Fulton Street Hempstead, New York 11550 Attn: Dr. Isabel Cid Sirgado School of Education (516) 560-3868	65 Teachers - undergraduate and graduate Spanish
Long Island University Zeckendorf Campus-Brooklyn Center Brooklyn, New York 11201 Attn: Dr. Gladys Wolff Department of Languages and Literature (212) 834-6192	Undergraduate: Teachers Chinese, French, Italian and Spanish
State University of New York at Albany (in cooperation with Beacon School District) 1400 Washington Avenue Albany, New York 12222 Attn: Dr. Carmen A. Perez or Gilbert Sanchez Bilingual/Bicultural Teacher Preparation Program (518) 457-7539	Teachers - graduate program Spanish

Graduate fellowship programs:

Fordham University at Lincoln Center 113 W. Sixtieth Street New York, New York 10023 Attn: Dr. Richard E. Baecher Division of Curriculum and Teaching School of Education (212) 956-6628	MS degree program, Professional Diploma program, and doctoral studies 15 fellowships Spanish and Italian

NEW YORK (continued)

Graduate fellowship programs (continued):

Hofstra University
Calkins Hall, Room 317
1000 Fulton Street
Hempstead, New York 11550
Attn: Dr. Isabel Cid Sirgado
School of Education
(516) 560-3868

MA degree program
20 fellowships
Spanish

New York University (in cooperation with Seton Hall University, New Jersey)
Room 735, East Building
Washington Square
New York, New York 10003
Attn: Dr. Pedro Algarin
Division of Foreign Languages and Bilingual Education
School of Education
(212) 598-2776

PhD degree program
30 fellowships
Spanish and French

State University of New York at Albany
1400 Washington Avenue
Albany, New York 12222
Attn: Dr. Carmen A. Perez
School of Education
(518) 457-7539

PhD degree program
15 fellowships
Spanish

PENNSYLVANIA

Graduate fellowship program:

The Pennsylvania State University
Computer-Assisted Instruction Laboratory
201 Chambers Building
University Park, Pennsylvania 16802
Attn: Dr. Lester S. Golub
Bilingual/Bicultural Teacher Training Program
(814) 865-0471

PhD degree program
10 fellowships
Spanish

RHODE ISLAND

Building capacity institutional assistance grants:

Brown University Box E Providence, Rhode Island 02912 Attn: Nelson H. Vieira (401) 863-1000	Undergraduate and graduate programs Portuguese
Rhode Island College Providence, Rhode Island 02908 Attn: Department of Bilingual Education (401) 831-6600	Undergraduate and graduate programs Portuguese and Spanish

TEXAS

Building capacity institutional assistance grants:

Pan American University 1201 West University Drive Edinburg, Texas 78539 Attn: Dr. George A. Gonzalez Bilingual/Bicultural Education Program (512) 381-2671 or 2672	65 students - undergraduate and graduate Spanish
St. Edward's University Center for Teaching and Learning Austin, Texas 78704 Attn: Sister Marie Andre Walsh (512) 444-2621	Teachers and Aides Spanish
Southwest Texas State University San Marcos, Texas 78666 Attn: Carlos Rodriguez Education Department (512) 245-2369	Undergraduate program Spanish
Texas A&I University in Kingsville Campus Box 143 Kingsville, Texas 78363 Attn: Maria Barrera (512) 595-3106	Bilingual Assistant training program - undergraduate and graduate Spanish

TEXAS (continued)

Building capacity institutional assistance grants (continued):

University of Texas at Austin
Office of Bilingual Education
Education Building 562
Austin, Texas 78712
Attn: Dr. George M. Blanco
(512) 471-3919

Undergraduate and graduate
Spanish

University of Texas at El Paso
College of Education
El Paso, Texas 79968
Attn: Dr. Marie E. Barker
BETO: Bilingual Education
Training Opportunities
(915) 747-5597

110 students of elementary and secondary education
Spanish

Graduate fellowship programs:

Pan American University
1201 West University Drive
Edinburg, Texas 78539
Attn: Dr. George A. Gonzalez
Education Department
(512) 381-2671 or 2672

MA degree program
15 fellowships
Spanish

Texas A&I University in Kingsville
College of Education
Kingsville, Texas 78363
Attn: Dr. Mario Benitez
Fellowship Program in
Bilingual Education
(512) 595-3106

PhD degree program
30 fellowships
Spanish

University of Houston
College of Education, CNI-SH 442
Curriculum and Instruction
Houston, Texas 77004
Attn: Dr. Max Castillo
Doctoral Bilingual Fellowship
Program
(713) 749-3611

PhD degree program
15 fellowships
Spanish

University of Texas at Austin
Office of Bilingual Education
Education Building 562
Austin, Texas 78712
Attn: Dr. George M. Blanco
Bilingual Education Fellowship Program
(512) 471-3919

MA degree program
10 fellowships
PhD degree program
10 fellowships
Spanish

TEXAS (continued)

Graduate fellowship programs (continued):

University of Texas at El Paso
College of Education
El Paso, Texas 79968
Attn: Dr. Marie E. Barker
Bilingual Education Fellowship Program
(915) 747-5597

MA degree program
5 fellowships
Spanish

WASHINGTON

Graduate fellowship program:

University of Washington
Seattle, Washington 98105
Attn: College of Education
Bilingual Education Fellowship Program
(206) 543-2100

MA degree program
8 fellowships
PhD degree program
4 fellowships
Spanish

WISCONSIN

Building capacity institutional assistance grant:

The University of Wisconsin - Milwaukee
School of Education
Curriculum and Instruction
Milwaukee, Wisconsin 53201
Attn: Dr. Diana E. Bartley
Bilingual/Bicultural Education
(414) 963-5385

Teachers - undergraduate and graduate
Spanish

GENERAL ASSISTANCE CENTERS

Type A General Assistance Centers provide help to local education agencies with desegregation issues and problems.

Type B (Lau) General Assistance Centers address themselves to the problems of non-English dominant students and assist school districts in complying with bilingual education regulations as enforced by the Office for Civil Rights.

CIVIL RIGHTS ACTIVITIES
GENERAL ASSISTANCE CENTERS - TYPE A
FY 76 (26)

ALABAMA

Dr. Paul Fanning, Director
The University of Alabama
P.O. Box 6509
University, Alabama 35486
(205) 384-5152

ALASKA

Mr. Robert Arnold, Director
Alaska Native Foundation
515 D Street
Anchorage, Alaska 99501
(907) 274-5638

ARKANSAS

Dr. A. B. Wetherington
Ouachita Baptist University
Arkansas Technical Assistance Center
Arkadelphia, Arkansas 71923
(501) 246-4531, Ext. 294

CALIFORNIA

Dr. Leonard Beckum
Far West Laboratory for Educational
Research & Development
1855 Folsom Street
San Francisco, California 94103
(415) 565-3079

CONNECTICUT

Mr. James Barnes
University of Hartford
New England Equal Education Center
69 Lafayette Street
Hartford, Connecticut 06103
(203) 522-7166

FLORIDA

Dr. Gordon Foster, Director
University of Miami
School of Education
P.O. Box 8065
Coral Gables, Florida 33124
(305) 284-3213

GEORGIA

Dr. Morill M. Hall, Director
University of Georgia
Center for Educational Improvement
G-12 Aderhold Hall
Athens, Georgia 30602
(404) 542-1821

HAWAII

Dr. Melvin Ezer
University of Hawaii
College of Education
Department of Educational Foundations
2444 Dole Street
Honolulu, Hawaii 96822
(808) 948-7859/8658

ILLINOIS

Mr. David G. Henry, Project Director
National College of Education
Center for Multi-Cultural Education
2840 Sheridan Road
Evanston, Illinois 60201

INDIANA

Mr. Sam Mercantini, Director
Indiana University Foundation
IUPUI
902 N. Meridian Street
Indianapolis, Indiana 46204
(317) 264-4628

LOUISIANA

Dr. Eldridge Gendron
Educational Resource Center
Alcee Fortier Hall, Room 312
Tulane University
New Orleans, Louisiana 70118
(504) 866-5427

MICHIGAN

Dr. Charles D. Moody, Sr., Director
Program for Educational Opportunity
University of Michigan
1046 School of Education
Ann Arbor, Michigan 48105
(313) 764-1171

MINNESOTA

Dr. George D. King, Project Director
Minnesota Contractors Resource Center
2829 University Avenue, S.E., Room 602
Minneapolis, Minnesota 55414
(612) 376-4848 or 376-3909

MISSISSIPPI

Dr. Norvel Burkett, Director
Mississippi State University
Division of Continuing Education
Drawer NX
Mississippi State, Mississippi 39762
(601) 325-4030

MISSOURI

Dr. Charles Rankin
General Assistance Center
University of Missouri
408 Hitt Street
Columbia, Missouri 65201
(314) 882-6294

NEW MEXICO

Dr. Ernest Gurule
Regents of The University of
New Mexico
The University of New Mexico
Albuquerque, New Mexico 87131
(505) 277-5706

NEW YORK

Mr. Warren Halliburton
Teachers College, Columbia University
Institute for Urban Minority
Education
525 West 120th Street
New York, New York 10027
(212) 678-3350

NORTH CAROLINA

Dr. Clinton R. Downing, Director
East Carolina University
General Assistance Center
P.O. Box 2706
Greenville, North Carolina 27834
(919) 758-6704

OHIO

Dr. James E. Ervin, Project Director
KEDS - General Assistance Center
Kent State University
301 Wright Hall
Kent, Ohio 44242
(216) 672-2828 or 672-2121

OKLAHOMA

Dr. Joe Garrison, Director
Consultative Center for EEO
University of Oklahoma
555 Constitution Avenue
Norman, Oklahoma 73069
(405) 525-1841

OREGON

Dr. Ralph T. Nelsen
School of Education
Portland State University
P.O. Box 715
Portland, Oregon 97207
(503) 289-4624

PENNSYLVANIA

Dr. Ogle Duff, Director
General Assistance Center on School Desegregation and Conflict
University of Pittsburgh
4029 Bigelow Boulevard
Pittsburgh, Pennsylvania 15260
(412) 624-5865

SOUTH CAROLINA

Dr. Richard Kemper, Director
University of South Carolina
College of Education
Columbia, South Carolina 29208
(803) 777-6513

TENNESSEE

Dr. Frederick P. Venditti, Director
224 Henson Hall
Educational Planning Center
University of Tennessee
Knoxville, Tennessee 37916
(615) 974-6638

UTAH

Mr. Richard Thomas
Weber State College
3750 Harrison Boulevard
Ogden, Utah 84408
(801) 399-5941, Ext. 576

VIRGINIA

Dr. Howard W. Allen, Director
Consultative Resource Center
University of Virginia
School of Education
Ruffner Hall, Emmet Street
Charlottesville, Virginia 22903
(804) 924-3707 or 3725

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AREA A: Conn., Me., Mass., N. H., N. J., N. Y., R. I., Vt., Puerto Rico, Virgin Islands

Dr. Charles C. Harrington, Director
Dr. Clara V. Velazquez, Associate Director
Bilingual GAC (Box 11)
Teachers College, Columbia University
New York, New York 10027
(212) 678-3155

AREA B: Ala., Del., D. C., Fla., Ga., Ky., Md., Miss., N. C., Pa., S. C., Tenn., Va., W.Va.

Dr. Gordon Foster, Director
Mrs. Rosa Feinberg, Associate
University of Miami (Lau)
School of Education
P. O. Box 8065
Coral Gables, Florida 33124
(305) 284-3213

AREA C: Ill., Ind., Iowa, Ks., Mich., Minn., Mo., Neb., Ohio, Wis.

Dr. George Beloz, Director
Dr. A. Rexford Rorex, Assistant Director
Chicago State University
95th Street at King Drive
Chicago, Illinois 60628
(312) 995-2363

AREA D: Ark., La., Texas

Dr. Jose Cardenas, Executive Director
Dr. Blandina Cardenas, Director
Intercultural Development Research Association
5835 Callaghan, Suite 111
San Antonio, Texas 78228
(512) 684-8180

AREA E: Colo., Mont., N. D., Okla., S. D., Utah, Wyo.

Mr. Bernie Martinez, Director
Coalition of Indian Controlled School Boards
811 Lincoln, 6th Floor
Denver, Colorado 80203
(303) 837-8016

AREA F: Ariz., Nev., N. M.

Dr. Ray Rodriquez, Director
University of New Mexico
School of Education - Lau Center
Albuquerque, New Mexico 87131
(505) 277-5706

AREA G: That part of California south of the northern Boundaries of San Luis Obispo, Kern, and San Bernardino Counties

Dr. M. Reyes Mazon, Director
Dr. Alberto Ochoa, Associate Director
Institute for Cultural Pluralism
San Diego State University
5402 College Avenue
San Diego, California 98182
(714) 286-5193

AREA H: That part of California not included in Area G

Dr. B. Roberto Cruz, Executive Director
Miss Patricia J. Nakano, Manager
Bay Area Bilingual Education League (Lau) Center
2168 Shattuck Avenue
Berkeley, California 94704
(415) 549-2860

AREA I: Alas., Ha., Idaho, Ore., Wash., Guam, Trust Territories, American Samoa

Dr. Antonio Fernandez, Director
Center for Bilingual Education
Lindsay Building -- 710 S. W. Second Avenue
Portland, Oregon 97204
(503) 248-6805

A SELECTIVE EDUCATIONAL BIBLIOGRAPHY OF INFORMATION AND RESOURCES USEFUL IN BILINGUAL / MULTICULTURAL EDUCATION

Copy provided by the Southwest Bilingual Education Resource Center, College of Education, The University of New Mexico, Albuquerque, New Mexico 87131.

ANDERSON and BOYER. Bilingual Schooling in the United States. Published by the Southwest Educational Development Laboratory, Austin, Texas, 1970. (2 volumes)

The study is designed to "reveal the promise" of bilingual education and serves as a guideline for those planning bilingual programs; includes a history of bilingual schooling both in the U.S. and in other parts of the world, sample curriculum models and outlines of needs as related to action and research.

BANKS, JAMES A. and WILLIAM W. JOYCE. Teaching Social Studies to Culturally Different Children. Published by Addison-Wesley Publishing Company, Reading, Massachusetts, 1971.

How to teach social studies to Black children.

BEARD, RUTH M. An Outline of Piaget's Developmental Psychology. Published by Basic Books, Inc., New York, New York, 1969.

The learning process of the child from the beginning to maturity and intelligence. A guide to understanding the most influential child psychologist in the world today.

BOARD OF COOPERATIVE EDUCATIONAL SERVICES OF NASSAU COUNTY. While You're At It. Published by Reston Publishing Company, Inc., Reston, Virginia, 1976.

Two hundred ways to help children learn; for preschool and kindergarten.

CASTANEDA, ALFREDO, RICHARD L. JAMES, and WEBSTER ROBBINS. The Educational Needs of Minority Groups. Published by Professional Educators Publications, Inc., Lincoln, Nebraska, 1974. (2 volumes)

Each of the essays has outlined in some detail the paramounting educational needs of minority groups: Blacks, Native Americans and Chicanos or Mexican Americans.

CAZDEN COURTNEY B., VERA P. JOHN, and DELL HYMES. Functions of Language in the Classroom. Published by Teachers College Press, New York, 1972.

THE DISSEMINATION AND ASSESSMENT CENTER FOR BILINGUAL EDUCATION. New Approaches to Bilingual/Bicultural Education. Austin, Texas, 1974. (6 volumes)

A series of teacher training materials for bilingual/bicultural education.

DINKMEYER, DON and JON CARLSON. Consulting: Facilitating Human Potential and Change Processes. Published by Charles E. Merrill Publishing Company, Columbus, Ohio, 1973.

This text is intended for basic courses in pupil personnel work offered to administrators, school counselors, psychologists, and social workers. It is also designed for a basic text in consultation.

ENGLE, PATRICIA LEE. The Use of Vernacular Languages in Education. Published by the Center for Applied Linguistics, Arlington, Virginia, 1975.

Survey treats the literature relating to the possible advantages of teaching initial reading and subject matter in a child's native language before introducing him/her to instruction in a second language.

ESPINOSA, GILBERTO and TIBO J. CHAVEZ. El Rio Abajo. Published by Bishop Publishing Company, Portales, New Mexico.
This book primarily deals with the story of Belen, New Mexico, but identifies at every turn of the road with the entire region of the Rio Abajo, from Isleta Pueblo on the north to Sabinal on the south.

FUCHS, ESTELLE and ROBERT J. HAVIGHURST. To Live on This Earth: American Indian Education. Published by Anchor Press/Doubleday, Garden City, New York, 1973. (2 volumes)
Examined here is every facet of the Native American education.

FURNESS, PAULINE. Role-Play in the Elementary School. Published by Hart Publishing Company, Inc., New York, 1976.
Presents the rationale behind role-play in the elementary school; its focus is practical, explains exactly and clearly how to make this valuable technique an integral part of the curriculum.

FURTH, HANS G. Piaget for Teachers. Published by Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1970.
The best available presentation of key aspects of Piaget's philosophy, theory and findings that have immediate relevance and critical implications for the educational process.

GALICIA, HOMERO H. Chicano Alternative Education. Published by the U.S. Office of Education, Washington, D.C., 1974.
The Chicano alternative schools described in this volume reflect a vast diversity in structure, focus and goals.

GOLLNICK, DONNA M., FRANK H. KLASSEN and JOOST YFF. Multicultural Education and Ethnic Studies in the United States. Published by the American Association of Colleges for Teacher Education, Washington, D.C., 1976. (2 volumes)
An analysis and annotated bibliography of selected documents in ERIC.

GONZALES, DOLORES. Canciones y Juegos de Nuevo Mexico (Songs and Games of New Mexico). Published by A.S. Barnes and Co., Inc., Cranbury, New Jersey, 1974.
Folklore of the Spanish culture.

GROSS, LYNNE. Animales y Numeros (Animals and Numbers). Published by Gross Enterprises, Manhattan Beach California, 1971.

_____. Partes del Cuerpo (Parts of the Body). Published by Gross Enterprises, Manhattan Beach, California, 1971.

_____. Ropa (Clothing). Published by Gross Enterprises, Manhattan Beach, California, 1971.

Designed to teach Spanish-speaking children English, and Spanish to English-speaking children, with an emphasis on developing basic concepts necessary for everyday living.

HARDGRAVE, ROBERT L. JR., and SANTIAGO HINOJOSA. The Politics of Bilingual Education: A Study of Four Southwest Texas Communities. Published by Sterling Swift Publishing Company, Manchaca, Texas, 1975. (4 volumes)

HAWLEY, ROBERT C. and ISABEL L. HAWLEY. Human Values in the Classroom. Published by Hart Publishing Company, Inc., New York, 1975.
This book presents practical ways to create such opportunities as to delineate a sequence of theoretical and practical ideas for creating a classroom climate which promotes personal and social growth.

HENDERSON, ELLEN C. Teaching Reading to Bilingual Children. Published by Exposition Press, New York, 1972.
Furnishes a review of pertinent facts to teachers who hope to guide learners of all ages and abilities to reading success. It includes spelling, writing, talking and ideas that will be of interest to parents, but most of all, it aims to close the chasm between silent reading and the oral responses.

HERNDON, JAMES. How To Survive in Your Native Land. Published by Bantam Books, Inc., 1971.
The challenge of trying to break through to the core of what teaching is all about; this marvelous book has the pace, the power, the inventiveness and fascination of the richest sort of fiction.

HOWE, LELAND W. and MARY MARTHA HOWE. Personalizing Education. Published by Hart Publishing Company, Inc., New York, 1975.
Values clarification has become an immensely popular teaching concept. This book explains just how and why the valuing process can be made to permeate the total education process.

ISAACS, NATHAN. A Brief Introduction to Piaget. Published by Agathon Press, 1960.
This short and distinguished book is a distillation of some of Piaget's ideas so that they can be understood by the layman. The author translates these exciting but difficult theories into clear, readable essays.

JACKSON, CURTIS E. Identification of Unique Features in Education at American Indian Schools. Published by R & E Research Associates, San Francisco, California, 1974.

KARI, JAMES M. A Navajo Reading Bibliography. Published by the University of New Mexico General Library, Albuquerque, New Mexico, 1974. (2 volumes)

KOZLOFF, MARTIN ALAN. Educating Children with Learning/Behavior Problems. Published by John Wiley & Sons, Inc., 1974.
Written for teachers, parents, speech and language therapists, clinicians, and school administrators working to educate children with a variety of learning and behavior problems--the autistic child, the mentally retarded child, the child with speech or language problems, the oppositional child.

LAMPE, PHILIP E. Comparative Study of Assimilation of Mexican Americans: Parochial Schools Versus Public Schools. Published by R & E Research Associates, San Francisco, California, 1975.

The objectives of this study were twofold: to discover to what extent the Mexican American has been assimilated into Anglo society in San Antonio, Texas, and also to ascertain whether this social process is more or less successful or pronounced in the public school system as compared to the parochial school system.

LITSINGER, DOLORES ESCOBAR. The Challenge of Teaching Mexican American Students. Published by the American Book Company, 1973.

This book presents the case for educational reform as objectively as possible from within the profession and from within the ethnic group itself.

MANUEL, HERSCHEL T. Spanish-Speaking Children of the Southwest. Published by the University of Texas Press, Austin, Texas, 1965. (2 volumes)

Is concerned with children's education and their public welfare; their problems and possible solutions.

MEGUIRE, KATHERINE HOLLIER. Educating the Mexican Child in the Elementary School. Published by R & E Research Associates, San Francisco, California, 1938.

MEYEN, EDWARD L., GLENN A. VERGASON, and RICHARD J. WHELAN. Strategies for Teaching Exceptional Children. Published by Love Publishing Co., Denver, Colorado, 1972.

Focus on exceptional children is to facilitate the dissemination of current information on significant activities and issues in special education.

MONTESSORI, MARIA. The Secret of Childhood. Published by Fides Publishers, Inc., 1966.

This book describes the child with warmth and with the exactness of a scientist. It also discusses the array of materials and techniques nneeded to release his/her learning potential.

MONTEZ, PHILIP. Some Differences in Factors Related to Educational Achievement of Two Mexican American Groups. Published by R & E Research Associates, San Francisco, California, 1960

The objective of this study was to determine the attitudes and thinking of Mexican Americans who attend universities in contrast to those who do not attend.

NAVA, JULIAN. The Mexican American in American History. Published by the American Book Company, 1973. (2 volumes)

This work can open new doors to a new understanding of a group virtually invisible in United States history; this collection of readings will enrich studies in government, sociology, and literature as well as history.

NOGALES, LUIS G. The Mexican American. Published by Stanford University, 1969. A selected and annotated bibliography.

OGLETREE, EARL J. and DAVID GARCIA. Education of the Spanish-Speaking Urban Child. Published by Charles C. Thomas, Springfield, Illinois, 1975.
This volume explores the social, cultural, linguistic, educational, and psychological barriers that Chicanos confront to enter into the mainstream of middle-class America.

OHANNESSIAN, SIRARPI. Reference List of Materials for English as a Second Language. Published by the Center for Applied Linguistics, Washington, D.C., 1964.
A comprehensive list of annotated bibliographies produced from 1953 to 1963.

ORTEGO, PHILIP D. We Are Chicanos. Published by Washington Square Press, New York, 1973.
An anthology of Mexican American literature.

ORTIZ, ALFONSO. The Tewa World. Published by the University of Chicago Press, Chicago and London, 1969.
A penetrating analysis of the belief systems of the Tewa as they relate to their social institutions. Employing modern structural theory, the author focuses on the ideas, rules and principles of Tewa culture as reflected by mythology, world view and ritual.

PAULSTON, CHRISTINA BRATT. Implications of Language Learning Theory for Language Planning: Concerns in Bilingual Education. Published by the Center for Applied Linguistics, Arlington, Virginia, 1974.
A review of literature on a selected language problem and summary comments on bilingual education.

PHILLIPS, JOHN L., JR. The Origins of Intellect: Piaget's Theory. Published by W.H. Freeman and Company, San Francisco, California, 1969.
A general summary of Piaget's theory, written at a relatively nontechnica level.

PIALORSI, FRANK. Teaching the Bilingual. Published by the University of Arizona Press, Tucson, Arizona, 1974.
This book represents an extremely varied mixture of subject matter and approaches, including opinions and convictions with respect to the problems of bilingual and bicultural students.

PINO, FRANK. Mexican Americans. Published by the University of Texas, San Antonio, Texas, 1974. (2 volumes)
A researched bibliography for the study of Mexican Americans.

POBLANO, RALPH (RAFA). Ghosts in the Barrio. Published by Leswing Press, Inc., San Rafael, California, 1973.
This volume concerns itself with the inner thoughts of Chicano educators who themselves have somehow survived a kindergarten-through-university schooling system and now see others painfully going through the same rejection process.

QUINTANA, HELENA. A Current Bibliography on Chicanos. Published by the University of New Mexico General Library, Albuquerque, New Mexico, 1974.
The purpose of this bibliography is to bring forth an up-to-date list of books on Chicanos which can be used by teachers who are in need of supplemental materials.

QUIRARTE, JACINTO. Mexican American Artists. Published by the University of Texas Press, Austin and London, 1973.
This volume describes and defines the work of Mexican American artists, a group that has been among the victims of the selection process.

RESTA, PAUL and ROBERT L. BAKER. Components of the Educational Research Proposal. Published by the American Book Company, Van Nostrand Reinhold Company, 1973.
The objective of this sequence is to put the reader in position to prepare a defensible research proposal by outlining the requirements and conditions of each of the basic components.

REYES, IGNACIO. A Survey of the Problems Involved in the Americanization of the Mexican American. Published by R & E Research Associates, Inc., San Francisco, California, 1957.

ROMANO, OCTAVIO IGNACIO. Voices: Readings from El Grito. Published by Quinto Sol Publications, Inc., Berkeley, California, 1971, 1973.
Social science concepts and methodology, with bibliographies, history, education, and the modern state as these subjects relate to the existence of the Chicano population.

RUBEL, ARTHUR J. Across the Tracks: Mexican-Americans in a Texas City. Published by the University of Texas Press, Austin and London, 1966.
This study captures the pathos of a downtrodden minority, relates it to the actual social and economic conditions of the borderlands, and yields some valid examples of political dysfunction and alienation.

SAMORA, JULIAN. Minority Leadership in a Bi-Racial Cultural Community. Published by R & E Research Associates, Inc., San Francisco, California, 1953.

SANDO, JOE S. The Pueblo Indians. Published by the Indian Historian Press, San Francisco, California, 1976. (4 volumes)
This book is an effort to fill a certain vacuum in Pueblo history. The traditional Pueblo history should be seen as the Pueblo Indians themselves know it.

SAVILLE, MURIEL R. and RUDOLPH C. TROIKE. A Handbook of Bilingual Education. Published by TESOL, Washington, D.C., 1971.

SEELYE, NED H. Teaching Culture. Published by the National Textbook Company, Skokie, Illinois, 1974.
Contains activities that encourage interaction with ethnic groups and develop good human relationships.

SIMON, SIDNEY B., LELAND W. HOWE and HOWARD KIRSCHENBAUM. Values Clarification. Published by Hart Publishing Company, Inc., New York, 1972.
Presents numerous practical strategies which plunge student and teacher directly into the evaluation process.

GUIDE TO TEACHER EDUCATION PROGRAMS FOR
BILINGUAL/BICULTURAL EDUCATION
IN U.S. COLLEGES AND UNIVERSITIES

Reproduced from the booklet published January 1975 by the Dissemination Center for Bilingual/Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721.

Schools	Courses Offered
ALASKA	
University of Alaska Fairbanks, Alaska 99701 Information available from: Judy Fox Writer/Media Specialist University of Alaska Fairbanks, Alaska 99701	A program in Alaskan Native Languages A BA degree in 8 Alaskan Languages
ARIZONA	
University of Arizona Tucson, Arizona 85721 Information available from: Hector Mestas The University of Arizona Tucson, Arizona 85721	A program leading to a BA or BS degree in Education, with a concentration in Bilingual Education A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education
Northern Arizona University Flagstaff, Arizona 86001 Information available from: Elinor Clemons Kyte Advisor, ESL programs Flagstaff, Arizona 86001	An MA with emphasis in English as a Second Language
CALIFORNIA	
California State College Dominguez Hills 1000 East Victoria Street Dominguez Hills, California 90747	A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education A professional certification program, other than the above, qualifying educators for bilingual classroom instruction
University of California Office of the Dean College of Letters and Science Los Angeles, California Information available from: Sarah H. Hogan Assistant to the Dean Address same as above	An MA degree in English as a Second Language

Schools	Courses Offered
California State University Northridge Northridge, California 91324 Information available from: Norma J. N. Camp Academic Planner Address same as above	A Specialist Credential in Bilingual Education Chicano Studies program, and ESL interdisciplinary minor
San Diego State University San Diego, California 92115 Information available from: Tomas A. Arciniega Dean, School of Education Address same as above	A program leading to an MA or MS degree in Bilingual Education A professional certification program, qualifying educators for bilingual classroom instruction A Bilingual Cross-Cultural Advanced Credential program is offered
California State College Sonoma, California 95476	A professional certification program, qualifying educators for bilingual classroom instruction A Specialist Credential in Bilingual Education
COLORADO	
Adams State College Alamosa, Colorado 81101 Information available from: Otto G. Ruff, Supervisor Teacher Education & Certification Colorado Department of Education State Office Building 201 E. Colfax Denver, Colorado 80203	A program leading to a BA or BS degree in in Education, with the concentration in Bilingual Education
University of Northern Colorado Greeley, Colorado 80639 Information available from: Otto G. Ruff, Supervisor Teacher Education & Certification Colorado Department of Education State Office Building 201 E. Colfax Denver, Colorado 80203	A program leading to a BA or BS degree in Education, with a concentration in Bilingual Education A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education A program leading to a doctoral degree in Education, with the concentration in Bilingual Education by arrangement of the University

Schools	Courses Offered
Southern Colorado State College Pueblo, Colorado 81004 Information available from: Otto G. Ruff, Supervisor Teacher Education & Certification Colorado Department of Education State Office Building 201 E. Colfax Denver, Colorado 80203	A program leading to a BA or BS degree in Education, with a concentration in Bilingual Education
Mesa Community College Grand Junction, Colorado 81501	A training program for bilingual para-professionals Bilingual Teacher. Bilingual Teacher Aide curriculum
CONNECTICUT	
University of Hartford 200 Bloomfield Avenue West Hartford, Connecticut 06117	A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education
Central Connecticut State College 1615 North Stanley St. New Britian, Connecticut 06050	A program leading to a BA or BS degree in Education, with a concentration in Bilingual Education A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education A professional certification program, qualifying educators for bilingual classroom instruction
University of Connecticut Storrs, Connecticut 06268 Information available from: Dr. John Leach The University of Connecticut Storrs, Connecticut 06268	A program leading to a BA or BS degree in Education, with a concentration in Bilingual Education A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education A professional certification program, qualifying educators for bilingual classroom instruction
DISTRICT OF COLUMBIA	
Trinity College Washington, D.C. 20017 Information available from: Nancy S. Grayson Address same as above	A program leading to a BA or BS degree in Bilingual Education A program leading to an MA or MS degree in Bilingual Education

Schools	Courses Offered
HAWAII	
University of Hawaii Honolulu, Hawaii 96822 Information available from: Ruth Crymes Address same as above	An ESL program is offered
IDAHO	
Boise State University Boise, Idaho 83720 Information available from: Antonio Ochoa, Consultant State of Idaho Department of Education Boise, Idaho 83720	Courses in Bilingual Education are offered
University of Idaho Boise, Idaho 83720 Information available from: Antonio Ochoa, Consultant State of Idaho Department of Education Boise, Idaho 83720	Courses in Bilingual Education are offered
ILLINOIS	
Southern Illinois University Carbondale, Illinois 62901 Information available from: Susan K. Bentz Office of the Superintendent of Public Instruction Springfield, Illinois 62706	A Special Educational Summer fellowship program held in conjunction with the University of Veracruz, Mexico, for certified teachers
Chicago State University Chicago, Illinois 60621 Information available from: Susan K. Bentz Office of the Superintendent of Public Instruction Springfield, Illinois 62706	A program leading to an MA or MS degree in Bilingual Education

Schools	Courses Offered
Loyola University of Chicago 6525 North Sheridan Road Chicago, Illinois 60626 Information available from: Connie Steinke Modern Language Department Address same as above	A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education
Northern Illinois University DeKalb, Illinois 60115 Information available from: Joe Palmer, Director Division of Spanish and Portuguese Address same as above	A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education
Western Illinois University Macomb, Illinois 61455 Information available from: Dr. Ramon Mosley Associate Professor Address same as above	A program leading to a BA or BS degree in Bilingual Education A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education
University of Illinois Education Building Urbana, Illinois 61801	A program leading to a doctoral degree in Education, with a concentration in Bilingual Education An MA degree in Education, and an MA degree in Social Science
INDIANA	
Ball State University Muncie, Indiana 47306 Information available from: Janet Ross Professor of English Address same as above	An MA degree in Linguistics, Specialization in Teaching English as a Second Language An MA degree in English, Specialization in TEFL. Courses are taught bilingually, with a course in English for foreign students.
IOWA	
University of Iowa College of Education Teacher Corps Program 608 Jefferson Building Iowa City, Iowa 52242 Information available from: Robert Leos Assistant Director Address same as above	A program leading to a BA or BS degree in Education, with a concentration in Bilingual Education

Schools	Courses Offered
LOUISIANA	
University of Southwestern Louisiana College of Liberal Arts Lafayette, Louisiana 70501 Information available from: Gerard L. St. Martin, Coordinator Second Language Specialist Program Address same as above	A professional certification program, qualifying educators for bilingual classroom instruction. Certification for "Second Language Specialist."
MAINE	
University of Maine Pleasant Street Fort Kent, Maine 04743 Information available from: Hubert J. Theboclean Address same as above	Bilingual education courses, and an MA degree in French
University of Maine Orono, Maine 04473 Information available from: Edward F. Booth Address same as above	Bilingual education courses in French
MARYLAND	
University of Maryland College of Education Department of Secondary Education College Park, Maryland 20740 Information available from: Ann A. Beusch Specialist in Foreign Languages & ESOL Address same as above	A program leading to a BA or BS degree in Education, with a concentration in Bilingual Education A program leading to an MA or MS degree in Education, with the concentration in Bilingual Education A program leading to a doctoral degree in Education, with a concentration in Bilingual Education A credit field experience course An MEd in Teaching English to Speakers of Other Languages
MASSACHUSETTS	
University of Massachusetts Amherst, Massachusetts 01002 Information available from: Silvia Vera Address same as above	A BA or BS in Bilingual Education and/or Education An MA or MS in Bilingual Education and/or Education A doctoral degree in Bilingual Education and/or Education

Schools	Courses Offered
Boston State College Boston, Massachusetts 02215 Information available from: Dr. Richard Newman Boston State College 625 Huntington Avenue Boston, Massachusetts 02115	A BA or BS in Bilingual Education and/or Education An MA or MS in Bilingual Education and/or Education
Boston University Teacher Corps 755 Commonwealth Avenue Boston, Massachusetts 02215 Information available from: The Commonwealth of Massachusetts 182 Tremont Street Boston, Massachusetts 02111	Training Program for Bilingual Paraprofessionals An MA or MS degree in An MA or MS degree in Bilingual Education and/or Education
Emmanuel College 400 The Fenway Boston, Massachusetts 02115 Sister Grace Ayers	A BA or BS in Bilingual Education and/or Education
Boston University Bay State Road Boston, Massachusetts 02215 Information available from: Dr. Robert Saitz English Department Address same as above	An MA or MS in Bilingual Education and/or Education
Harvard University Cambridge, Massachusetts 02138	A certification program and courses offered in Bilingual Education. Write the University for information.
Leslie College Cambridge, Massachusetts 02138	A certification program and courses offered in Bilingual Education. Write the College for information
Boston College Chestnut Hill, Massachusetts 02167	A certification program and courses offered in Bilingual Education. Write the College for information.
College of our Lady of the Elms Chicopee, Massachusetts 01020	A certification program and courses offered in Bilingual Education. Write the College for information.
University of Massachusetts/Boston Dorchester, Massachusetts	A certification program and courses offered in Bilingual Education. Write the University for information.

Schools	Courses Offered
Lowell University Lowell, Massachusetts 01854	A certification program and courses offered in Bilingual Education. Write the University for information.
Southeastern Massachusetts University North Dartmouth, Massachusetts 02747 Information available from: Mrs. Mary Vermette Director, Bilingual Education Address same as above	A BA or BS in Bilingual Education and/or Education An MA or MS in Bilingual Education and/or Education
North Adams State College North Adams, Massachusetts 01247	A certification program and courses offered in Bilingual Education. Write the College for information.
Anna Maria College Paxton, Massachusetts 01612	A certification program and courses offered in Bilingual Education. Write the College for information.
Atlantic Union College South Lancaster, Massachusetts 01523	A certification program and courses offered in Bilingual Education. Write the College for information.
Springfield Technical Community College Springfield, Massachusetts 01103	A certification program and courses offered in Bilingual Education. Write the College for information.
Westfield State College Westfield, Massachusetts 01085	A certification program and courses offered in Bilingual Education. Write the College for information.
Regis College Weston, Massachusetts 02193	A certification program and courses offered in Bilingual Education. Write the College for information.
Worcester State College Worcester, Massachusetts 01602	A certification program and courses offered in Bilingual Education. Write the College for information.
MICHIGAN	
University of Michigan Ann Arbor, Michigan 48104	A program in Teaching English as a Second Language
Mercy College of Detroit 8200 West Outer Drive Detroit, Michigan 48219	A training program for Bilingual Paraprofessionals A program leading to a BA or BS in Education, with a concentration in Bilingual Education A professional certification program, qualifying educators for bilingual classroom instruction

Schools	Courses Offered
Central Michigan University Mt. Pleasant, Michigan 48859	A program in Spanish for Bilingual Students
NEVADA	
University of Nevada Reno, Nevada 89507	The Teaching of Mexican American Literature and Culture
NEW JERSEY	
College of Saint Elizabeth Convent Station, New Jersey 07961	A program in Teaching English as a Second Language
Fairleigh-Dickinson University Teaneck, New Jersey 07666	An MA degree in TESL
Information available from: Dr. Lillian Gaffney Address same as above Filomena Del Olmo Fairleigh-Dickinson University Madison, New Jersey 07940	
Rutgers, The State University New Brunswick, New Jersey 08903	A Graduate School of Education, and a Graduate School in Bilingual Education
Information available from: Cook College Douglass College Livingston College Graduate School Graduate School of Education Newark Law School	
Kean College Trenton, New Jersey	A BA in Education--Elementary or Secondary, with minor in Bilingual/ Bicultural Education
Information available from: Gladys Braga Georgianna Lynn Address same as above	An MA degree in Education, with specialization in Bilingual/Bicultural Education
Montclair State College Upper Montclair, New Jersey 07043	A program leading to an MA or MS degree in Bilingual Education
Information available from: Janet Susi Dr. Ercell Watson, Dean Address same as above	

Schools	Courses Offered
NEW MEXICO	
University of New Mexico Albuquerque, New Mexico 87106 Information available from: Dr. Henry J. Casso Associate Professor Address same as above	A program leading to a BA or BS degree in Education, with a concentration in Bilingual Education A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education An MA degree in Secondary Education, with a bilingual emphasis
New Mexico State University Las Cruces, New Mexico 88003	A professional certification program qualifying educators for bilingual classroom instruction
New Mexico Highlands University Las Vegas, New Mexico 87701	A program leading to an MA or MS in Education, with a concentration in Bilingual Education
NEW YORK	
State University of New York at Albany Albany, New York 12222	A program leading to an MA or MS in Education, with a concentration in Bilingual Education An MS with a TESL emphasis
The City College, The City University of New York Department of Elementary Education School of Education New York, New York 10031	Courses taught bilingually (English, Math, Spanish, etc.)
State University of New York College at Brockport English Department Brockport, New York 14420	A program in TESL A Bilingual academic program
Kingsborough Community College, The City University of New York Oriental Boulevard, Manhattan Beach Brooklyn, New York 11235	A training program for Bilingual Paraprofessionals
State University of New York College at Cortland Program in English Sociolinguistics Cortland, New York 13045	A program leading to a BA or BS degree in Education, with a concentration in Bilingual Education A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education

Schools	Courses Offered
Mercy College, Long Island University Westchester County Dobbs Ferry, New York 10522	A Practicum in Bilingual Education
York College, The City University of New York Department of Teacher Preparation 150-14 Jamaica Avenue Jamaica, New York 11432	A program leading to a BA or BS degree in Education, with a concentration in Bilingual Education
New York University Division of Foreign Languages and International Education School of Education East Building, Room 735 Washington Square New York, New York 10003	A program leading to an MA or MS degree in Bilingual Education A program leading to a doctoral degree in Education, with a concentration in Bilingual Education
Teachers College, Columbia University Language and Education Department Room 319, Main Hall New York, New York 10027	Courses taught in TESOL and ESOL English as a Second Language
The City College, The City University of New York Department of Elementary Education School of Education New York, New York 10031	A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education
Long Island University Brooklyn Center Zeckendorf Campus Department of Languages and Literature Brooklyn, New York 11201	A program leading to an MA or MS degree in Bilingual Education An MS in Elementary Education, with a concentration in TESL
Fordham University Bilingual and Bicultural Education Fordham Road New York, New York 10458	A program leading to an MA or MS degree in Education, with the concentration in Bilingual Education
Hunter College, The City University of New York Bilingual Education Program Department of Curriculum 695 Park Avenue New York, New York 10021	A program leading to an MA or MS degree in Education, with the concentration in Bilingual Education
State University of New York College at Purchase Department of English P.O. Box 337 Purchase, New York 10577	A program in Teaching English as a Second Language

Schools	Courses Offered
Rockland Community College Foreign Language Department 145 College Road Suffern, New York 10901	An English as a Second Language program
Staten Island Community College English Department 715 Ocean Terrace Staten Island, New York 10301	An English as a Second Language program
OHIO	
Bowling Green State University Bowling Green, Ohio 43403	Courses in English as a Foreign Language, taught bilingually
Ohio State University Columbus, Ohio 43210	Courses in English as a Foreign Language, taught bilingually
OREGON	
Oregon State Department of Education 942 Lancaster Drive, N.E. Salem, Oregon 97310 Information available from: Gilbert Anzaldua Compensatory Education	A program leading to a BA or BS degree in Education, with a concentration in Bilingual Education A program with a master's degree in Education
PENNSYLVANIA	
West Chester State College West Chester, Pennsylvania	A program leading to a BA or BS degree in Bilingual Education
Cheyney State College Cheyney, Pennsylvania 19319	A professional certification program qualifying educators for bilingual classroom instruction
Temple University Philadelphia, Pennsylvania 19122 Information available from: Guy Lemaitre Office of International Services Intensive English Language Program 201 Mitten Hall Philadelphia, Pennsylvania 19122	An MA degree in TESOL
Kutztown State College Kutztown, Pennsylvania 19530	Courses in ESL methods

Schools	Courses Offered
RHODE ISLAND	
Rhode Island College Providence, Rhode Island 02908	A program leading to an MA or MS degree in Bilingual Education
Brown University Providence, Rhode Island 02912	In-service training of teachers for bilingual programs
Providence College Providence, Rhode Island 02918	In-service training of teachers for bilingual programs
TEXAS	
Saint Edward's University Austin, Texas 78704	A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education
University of Texas Austin, Texas 78712	A BS in Elementary Education, with the concentration in Bilingual Education
Information available from: Office of Bilingual Education The Foreign Language Education Center The University of Texas at Austin Sutton Hall 103 Austin, Texas 78712	An MEd in Curriculum and Instruction, with the concentration in Bilingual Education PhD in Curriculum and Instruction, with the concentration in Bilingual Education An MA degree in Foreign Language, with a concentration in Bilingual Education PhD in Foreign Language, with the concentration in Bilingual Education A professional certification program qualifying educators for bilingual classroom instruction
Pan American University Edinburg, Texas 78539	A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education
Information available from: Estel Salinas Material Development Specialist Address same as above	An Elementary Certification program for Bilingual/Bicultural Studies
University of Houston at Clear Lake City 2700 Bay Area Boulevard Houston, Texas 77058	A professional certification program qualifying educators for bilingual classroom instruction

Schools	Courses Offered
Southwestern University Georgetown, Texas 78626	A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education
Dominican College 2401 Holcombe Boulevard Houston, Texas 77021	A professional certification program qualifying educators for bilingual classroom instruction
University of Texas at San Antonio San Antonio, Texas 78284	A program leading to the MA degree in Bicultural/Bilingual Education
Southwest Texas University San Marcos, Texas 78666	A professional certification program qualifying educators for bilingual classroom instruction
UTAH	
University of Utah Salt Lake City, Utah 84112	A program leading to an MA or MS degree in Education, with the concentration in Bilingual Education
Brigham Young University Provo, Utah 84601	A program leading to an MA or MS degree in Education, with the concentration in Bilingual Education
WISCONSIN	
Alverno College 3401 S. 39th Street Milwaukee, Wisconsin 53215	A training program for Bilingual Paraprofessionals A program leading to a BA or BS in Bilingual Education
University of Wisconsin Milwaukee, Wisconsin 53201 Information available from: Dr. Diana Bartley The University of Wisconsin Milwaukee, Wisconsin 53201	A program leading to a BA or BS degree in Bilingual Education A program leading to an MA or MS degree in Education, with a concentration in Bilingual Education A program leading to a doctoral degree in Education, with a concentration in Bilingual Education